

TEACHER'S REFLECTION ABOUT THE TEACHING AND LEARNING PROCESSES

The teacher's reflection about the teaching and learning processes as strategy to enrich the own professional practice, as well as enhance students' learning

Diana Patricia Cardozo Montilla

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Diana Patricia Cardozo Montilla

Director:

Jorge Mizuno Haydar

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Abstract

This research analyzes the teacher's reflection about the teaching and learning processes as strategy to enrich the professional practice, as well as enhance the ninth grade students' learning of English in I.E.D. Jackeline Kennedy.

To carry out the inquiry four instruments to data collection were applied: a student interview, a survey based on the interview's results, and the teacher and student journals. Through the daily teacher's reflection in a written journal, the teacher reflected about their own teaching practice in three stages: the descriptive, the comparative and the critical. In the last one and right after the class, the teacher analyzed the students' behavior, participation in the activities and learning during the class time, as well as the effectiveness of the methodology applied, the activities she designed and the way how the objectives were achieved in order to take some important decisions which were modifying the classroom environment from a behavioral and learning point of view and allowed her to improve the teaching practice, at the time she enhanced the students' learning of the language.

The results obtained demonstrated that students' context, their needs and likes, as well as the teacher approach to teach and the methodological procedures and the activities and so on, play an important role in the teaching and learning process. So when teachers reflect critically about their own teaching practice, it increases their experience and professional growth and make their students motivated to learn and use the foreign language.

Key words: reflection, learning, teaching strategies, motivation.

Reflective practice is “a dialogue of thinking and doing through which I become more skillful.”

Donald A. Schön, 1983

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Finishing it as a true researcher who is prepared to face the daily challenges that the teaching practices addressed.

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Introduction

Our world changes every day, just as people change too, and our students are not the exception. So as teachers we have the challenge of being updated with the world today considering many factors such as: the context where we teach, our students' needs, as well as, the teaching and learning requirements, and so on. In terms of Kohl (1964) "students live in a historical situation, in a social, political and economic moment. Those things have to be part of what we teach". (p. 10).

However, although we are aware of this reality, sometimes we lack of the necessary tools to engage our students' learning because we are not tuned in with them. There are many reasons why we are not in the same frequency. Maybe these reasons are different in each context, they vary according to the conditions, or simply we are not updated according to our students' time. But as teachers, constantly we have many questions about our labor: how can we understand what happen in our classroom? How can we improve our teaching practice? How can we be aware of our students' needs? How can we engage our students' learning? And how can we be sure that we are teaching what our students need to learn? These questions we ask frequently could drive us crazy if we do not know how to answer them. However now they can be answered through our own practice, this means, according to Richards and Lockhart (1994), events in the classroom can be used to develop a deeper understanding of teaching; nevertheless, how many teachers have sat down to reflect about their own teaching practice?

This research project take into consideration the advantages of teacher's reflection in order to get a deeper understanding of the events in the classroom and consistent with them carry out some specific actions which help to answer these frequently questions

teachers ask in order to improve their own teaching practice as well as the students' learning process.

In this order of ideas, this research report is divided into nine chapters. They are: the statement of the problem, the rationale, the state of the art, the theoretical framework, the methodology, the results, the analysis of results, the conclusions, and finally the suggestions. In each one of them it is indicated the procedures carried out. The first chapter, as its name says, is a broad description of the specific situation in the classroom related to the students' learning of English.

The second chapter is the rationale. In it is argued the reasons to carry out this project. It means, as teachers we have the responsibility not only to teach but also to ensure our students' learning, and how can we do it? Practicing reflection is a good way to answer this question. So this research is focus on teacher's reflection.

Then the state of the art chapter, where is showed what some of the researchers about teaching reflection have made around the world, in our continent as well as in Colombia in order to know the results they got and how these can be implemented in our context.

Next chapter is the theoretical framework which establishes the theoretical bases which support this research. In it there is a wider development of the theories related to teacher's reflection oriented to enhance students' learning.

After that, in the methodology chapter the steps carried out in the research are described. Besides this it is explained the research paradigm, the method, the techniques for data collection, and the instruments selected and how they were applied.

Then, in the results chapter, it was summarized the outcomes obtained in this research and how they were analyzed individually in order to take important decisions to improve the English class and at the same time, the students' learning.

Next, in the analysis of the results, all the results are collected and triangulated in order to establish some comparisons and differences related to the teaching and learning processes confronting the theories with the reality in this specific context.

Once the results are analyzed, some conclusions are drawn. They are a reflection about the way the objectives were achieved, the successes and the ways of overcoming the difficulties that occurred in the research, the expectations as a teacher I have for future researches and how it is possible for the students learn English despite the constraints.

And finally, in the suggestions chapter it is indicated the major actions derived from the conclusions which teacher had in mind to design the ideal course. They are related to the skill students need to improve, the methodology the teacher will use during the classes, the tasks or activities students will develop, and so on, with the purpose to make sure how the teaching reflection can improve the teaching practice as well as the students' learning process.

1. Statement of the problem

Institución Educativa Distrital Jackeline Kennedy is a public institution in Santa Marta, Colombia. The school is located in Maria Eugenia a popular neighborhood in the city. Most of the students live there or in the neighborhoods around and belong to socio-economic strata 1 and 2, so they face problems such as violence, insecurity, drug addiction and limited resources for their expenses.

Future expectations of most students are getting a job to get ahead. It means they will do any job to get some money. Hence there are very few students who wish to study at a higher level, maybe because of the lack of money, sometimes because they prefer to study short and technical courses in order to work quickly and improve their economic position.

At the same time, physical conditions in the school are very hard. Although there is a small library, an audiovisual room with an interactive board and a video beam and a computer lab equipped with 35 computers, teachers must work without the necessary tools to develop their job. This means, there are few physical resources for many students, considering that there are 350 students in the morning, 240 in the afternoon and 120 in the evening.

Related to the English class, students do not have books to support their classes, because teachers do not ask for them. This is an institutional policy considering the difficult economic situation of the families. Once in a while teachers ask for photocopies and students work with them, but this is not possible all days, because students must pay for them and sometimes they do not have money. Another restraint is the time of the class that

is three hours a week, which is not enough time to learn the language, insomuch as this is the only time when students use it. Adding to the above, teaching English in a public institution with these characteristics is not an easy labor, keeping in mind the challenging constraints teachers have to face. Among them we can mention the large number of students in each classroom, an average of 45, the lack of interest students show during the classes, and their little respect and tolerance for others.

These difficult conditions are reflected in students' low academic level in the institution and English is not the exception. Although English is one of the mandatory subjects that Colombian students learn at school because learning it provides them many opportunities to know about different cultures around the world, as well as the individual growth increasing the chances of improving their quality of life; a vast majority of Jackeline Kennedy's students do not consider its magnitude; on the contrary, they think English is boring, useless and a waste of time because they do not use it to communicate and even worse, they think they never are going to travel abroad to use it in an effective way. So they take English not for the purpose of learning it, but also as a requirement to pass the school year.

Despite the government policies to improve the students' English proficiency level, students continue getting low levels especially in public institutions. According to the results most of the Jackeline Kennedy's students got in Pruebas SABER 11, their proficiency level is A1, based on the Common European Framework. It implies students are not learning English to communicate in an effective way as the government requires.

But the scenario is even worse: the government tests students from private and public schools, in the same way, regardless of their needs or context, through Pruebas Saber 11, where it is supposed students achieve a B1 level according to the Common European Framework. In other words, students must be able to communicate in the second language in an effective way, but this purpose is very far from the reality, at least in public schools.

According to this, students from both public and private schools must do this written exam as a requirement for admission to the university, so they must read and comprehend a text in order to get a good score.

Regardless the students conditions, whether they come from public or private schools, rural or urban zones, calendar A or B, and so on, the work of the school is to educate students, and education involves two closely linked processes, teaching and learning. These processes implicate that teachers and students work together with the purpose of accomplishing the educational goals, as they are established in Ley General de Educación (art. 5, 1994), the educational law in Colombia. In that sense, teachers have the task to carry out any action to achieve these purposes. And, although there are many theories about teaching English, none of them fits in a perfect way to the students needs. That is the reason why teachers are again and again adapting these theories according to the context, students' needs and likes in order to engage students' language learning.

Despite English teachers are constantly searching an effective way to teach their students how to communicate in this language, the students' lack of interest to learn continues being one of the main problems in most of the public schools. Besides, there are

many factors that affect students' English learning such as the limited use given to the language, the insufficient resources to teach it in the school, the lack of scenarios to use it meaningfully, and why not, the way English teachers teach it.

Keeping into account that teachers are a mix between subject matter, pedagogical knowledge and their own philosophy of teaching English, that is, their beliefs and principles about teaching and learning, all this knowledge converge in order to get their own theory or approach which allow them to teach in a certain way, always pointing to the main objective, students' learning. However it could be possible that teachers' principles, approaches and pedagogical strategies, might not fit their students' needs or likes, and this situation is reflected on the students' low learning. In that sense, it is appropriate teachers reflect about their own pedagogical practice with the purpose of realizing their strengths and weaknesses in order to improve their professional practice and at the same time, enhance their students' learning of English.

In relation to it, Richards and Nunan (1990) stated "teachers themselves are in the best position to examine their own teaching" (p. 3); based on this, when a teacher reflects about his or her own pedagogical practice and captures some events that go unnoticed in the basis of critical reflection, then he or she is able to make important decisions about the labor in order to enhance students learning.

Similarly, some authors have written about teachers' reflection. According to Richards and Lockards (1994), teachers can improve their teaching practices besides student learning through reflection, allowing them to be able to relate theory and practice in order to evaluate it and its impact on learning.

Likewise Knights (2005, cited in Green, 2011, p. 16) asserted "... you also need to think about how enthusiasm and understanding can be evoked in your students, and how you can introduce them to the processes and practices of the subject in increasingly complex ways" In this sense, as teachers, we have the responsibility to create a positive environment and engage student's learning during the class. Thus teaching reflection is a considerable option to improve the teaching practice as well as enhance the students' learning.

1.1 Research question

How does the teacher's reflection about the teaching and learning processes enrich her own professional practice, as well as, enhance the ninth grade students' learning of English in I.E.D. Jackeline Kennedy?

1.2 Sub questions

- How does the teacher's reflection improve her own teaching practice?
- How does the teacher's reflection about her own practice affect students learning process?
- How does the students' attitude towards the language affect their learning?

1.3 Objectives

1.3.1 General objective

- To analyze the way teachers' reflection about the teaching and learning processes may enrich the professional practice, as well as enhance the ninth grade students' learning of English in I.E.D. Jackeline Kennedy.

1.3.2 Specific objectives

- To describe how the teacher's reflection improve her teaching practice.
- To determine how does the teacher's reflection about her own practice affect students learning process.
- To describe how does the students' attitude towards the language affect their learning.

2. Rationale

Since humanity exists people have needed to communicate because the human race is social by nature. In that sense humans have been related to each other in order to express their ideas, feelings and thoughts. But the humanity has evolved and the world has changed, borders have been expanded so communication in a single language is not enough. Some factors such as economy, demography, globalization, and international communication have made English become one of the most important languages in the world. As stated by Graddol (2006) "English has at last become of age as a global language. It is a phenomenon which lies at the heart of globalization" (p.12).

This is the reason why in many countries English is taught in schools as a foreign language. Colombia is one of those countries where English is instructed as a basic subject in both public and private schools.

Based on this, since the mid 1880s the language teaching profession has been analyzed in relation to methods. It means researchers have been searching for an ideal method which could be used with all the audiences. So far there have been a lot of methods that seek to improve the processes of teaching and learning English as a foreign language. All of them from different approaches aim to outline the best way to teach English.

In this sense, in Colombia the National Education Ministry (MEN, the entity that regulates educational policies) has implemented some programs about English Language Teaching ELT, such as Programa Nacional de Bilinguismo (PNB, 2004) whose main objective is that learners achieve a high intermediate B2 mastery of English according to the Common European Framework (CEFR, 2001). Based on it, PNB proposed goals of quality called Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés (2006),

where the general goals are specified. They are what students need to achieve in each grade from elementary to high school in order to accomplish the same aims in the entire country. During a time PNB was carried out, and after a while it was restructured changing not only its name but also expanded its coverage. Now the Programa de Fortalecimiento al desarrollo de Competencias en Lengua Extranjera (PFDCLE) aims to strengthen the development of competencies in Foreign Language, as strategy for improving the quality of English teaching in Colombia and the students' mastery of the second language. Its main objective is to make citizens able to communicate in English with internationally comparable standards through these strategies:

- the definition of English proficiency standards (Estándares Básicos de Competencias en Lenguas Extranjeras: Inglés, 2006)
- the evaluation of competencies for teachers, students, graduates degrees and language programs (diagnostic evaluation to determine the level of English of teachers, pruebas SABER 11 and SABER PRO)
- teacher training in the language and methodology of teaching English (immersion programs)
- linking new technologies and media for teaching and learning English

In spite of these policies, the goal has not been fulfilled in all schools, almost not in the public ones where poor results in English persist as it is stated in the report submitted by ICFES (2011) about the results of the period 2005 – 2010. These low results are the incentive for which teachers continue inquiring about the factors that affect learning a foreign language. Recently they have noticed that one of these factors is the procedures

teachers use to approach language teaching. That is the way how teachers relate theory and practice, but this is not the only factor affecting students' language learning, teacher's principles, pedagogical strategies and his/her beliefs about teaching also play an important role in this process. All of them influence teaching practice and sometimes it does not fit the students' needs or likes. Related to this Green (2011) stated

Effective teachers have a mastery of their subject (in the case of English, a very rich and varied range of knowledge), but also recognize that this encompasses more than solely the academic content of the subject. Metacognitive and reflexive engagement with subject and the processes of learning in English is also necessary (p. 17).

This is the reason why teachers must keep in mind not only the external factors that affect students' learning process but also the factors involved their pedagogical practice. Therefore, teachers need to make their pedagogical practice a reflective one.

Zwozdiak-Myers (2012) discussed that as teachers we have the capacity of analyzing and evaluating our teaching practice in order to establish judgments and actions to improve both our students' learning as well as the quality of our teaching. In that sense, reflecting about the teaching practice has a double impact; it benefits not only the students' learning but also the teachers' professional practice. In the same sense, Stevens and Cooper (2009) declared "reflection is the path both to self – knowledge and to greater personal efficacy" (p. 3)

As we can observe in our daily teaching practice, one of the main problems we face is the lack of interest shown by students to learn English and, as teachers, we have the competences to investigate its causes in order to provide a solution, that is, our students learn English not only to achieve the standards of the subject matter, but also they be aware

of its advantages. Thus, it is necessary to make a teacher reflection on teaching and learning processes in order to enrich our own practice, and also, improve English learning of the ninth grade students of I.E.D. Jacqueline Kennedy.

3. State of the art

Being an English teacher nowadays implies a big responsibility considering the Colombian government policies which establish the competences students must achieve at the end of set degrees, through the Estandares Básicos de Competencias en Lenguas Extranjeras: Inglés (2006). In that sense these standards promote for students different levels starting from A1, the basic one where students are considering beginners, until the level B1, where students become independent users of the language. That means, during all the education cycle students are progressing in their proficient language.

This initiative is so good to implement in different schools where there are the best conditions to promote students achieve the communicative competence in the foreign language, but it represents a big challenge in most of the public institutions which have a lot of constraints that obstruct the students learning process, worse if they are in the rural zone. Despite this, the government established PRUEBAS SABER 11, a governmental exam, where students are evaluated about the competences they have acquired during the school cycle, without differencing the students' origin. This means, there is not distinction among students from private or public schools or urban and rural zones, calendar A or B, where the conditions to learn the second language are so different and the results too, as it is established by the report by ICFES (2011) about the results got in PRUEBAS SABER 11 during 2005 to 2010. Here some categories are presented in order to show emphatic differences in the results students got in the English exam made in PRUEBAS SABER 11. These categories are related to the characteristics of the school; either it is public or private, urban or rural, calendar A or B.

During the years 2007-2009, the 92.4% of students from public schools in urban zones, calendar A, were under level A2, while in private schools the percentage was 69.8%. Worse in the rural zone where the 97% of the students from public schools were under A2 and those from private rural schools, the percentage was 62% during 2007 and 2008; but in 2009 it increases to 66%. Here it is important to point out that all the schools in calendar B are private, most of them are urban but there are also some rural schools; and the private rural schools mentioned here are bilingual schools located in the rural zone, but they do not serve the rural community where they are, since most of the students come from the urban zone.

In the private urban schools, the 71% of students were under the basic level during 2008 -2009; but in 2010 it decreased to 59%. While in the private rural schools, the third parts of students were under the basic level, it represents the 35% (p. 98-99).

This study does not only show differences between the results students from private and public schools got, but also, from rural and urban zones also in calendar A and B. And according to this the percentages students from private schools in urban and rural zones are in a better position than those in public ones.

This poor result is reflected in the low level our country has in English, as it is stated by English Proficiency Index (EPI, 2013), the largest world ranking according to their mastery of English. This survey revealed that the Spanish – speaking countries are classified as the ones with the worst level of English in the world, and Colombia is not the exception.

In this order of ideas Sánchez - Jabba (2012) made a research about bilingualism in Colombia with the purpose of examining the students and teachers' English level based on

the results obtained in SABER 11 and SABER PRO (2011) and the historical results (2007-2011). These standardized tests measure some basic skills in language proficiency; but additionally to this, in English they measure the ability students have to communicate in this language.

After comparing and analyzing the results got in public and private institutions in rural and urban zones and calendar A and B, the author concluded that the level of English in Colombia is relatively low. The 90% of the high school students and 60% for university students reached level A1, and the 2% of high schools students were classified as B1 while the 6, 5 % of university students in B+. So the bilingual students' population is 1%. (p. 6). In relation to the analysis the author made about the results got in the proficiency exam teachers from public schools do in order to be classified according to their proficiency language, he found that the 25% are classified in B+, 35%, B1; 12.4%, B2; 12.7%, A1 and 14.4%, A-. Based on these results and a research about the quality of teachers in Colombia (Baron & Bonilla, 2011), the author stated “ la calidad de los docentes es relativamente mala” (p.20).

It is necessary to stand out that according to ICFES (2011, p.10), these levels of language proficiency are based on the ones proposed by the Common European Framework; however, in Colombia they were adapted in five levels or categories: A1 and A2 for basic users, B1 and B+ independent users. Category B+ includes the categories B2, C1 and C2. And it was established a new category A- which groups all the students who do not achieved the category of basic user (A1 or A2).

According to a recent article by Hernandez (2013), “More than 90% of Colombian students do not speak English”, (my translation), the results got in SABER 11 (2012)

revealed that 56.64% of Colombian students have a lower level of English usage. This means that “the vast majority of students do not understand, do not use everyday expressions and construct simple sentences in English”. In this sense, Yamith Fandiño an English teacher from Universidad de la Salle, cited by Hernández (2013), explains that teaching English needs a rethinking and redirection, and she also proposes the first regional meeting of languages where some experts analyze the impact and reality of Programa Nacional de Bilinguismo.

As in this case, improving the proficiency level of English in Colombian students is a permanent concert among teachers and researchers. They have been inquiring about the way to improve the pedagogical practice in order to enhance students' learning of the language and make them achieve a better level regarding the competences they must accomplish. Many of these researchers are outlined towards the implementation of different approaches, methods, strategies and techniques and recently reflection.

Teaching reflection is not a new practice; there are few authors who have addressed it, such as Dewey (1910), Farrel (2004), Shön (1983), Zwozdiak-Myers (2012), among others. Based on their work some teachers and researchers have carried out inquiries about the teachers' reflective practice.

A study carried out with six teachers from state schools in Bursa, Turkey, about the use of reflective journals oriented to develop autonomy and decision-making demonstrated that teachers, despite the limitations of the curriculum the Ministry of Education designed and the previous training about language teaching, through their journals could critically reflect on the classroom processes in their contexts and this helped them to improve their teaching process and make more informed decisions about it (Genc, 2010).

In the same line, in a case study research made in China (Zhao, 2012) about the teacher's professional development from the perspective of teaching reflection levels, four primary teachers' reflection were analyzed. The levels considered in this research were those proposed by Van Manen (1977): 1. Technical. 2. Interpretive or practical and 3. Emancipate or critical. Additional to the written reflection, the class observation, video record of the class and the teachers' interview were also applied to data collection. The results were analyzed and triangulated and as a conclusion the author says that teachers can "create a more open space for teaching and development for themselves and for their students through critical reflection" (p. 67).

Another qualitative study carried out by two professors and researchers from University of Malaga in Spain (Barrios & Garcia, 2006) about purposes and functions of the teaching reflection of future English teachers, concluded that reflection is a way of perceiving educational phenomena, become aware of them and understand them; it is also an assessment tool that improves teaching, it generates ways to deal with situations and alternatives to teaching practice and ultimately, facilitates the learning of the teaching.

In the same line, a university teacher at Universitat de Valencia - España (Ledesma, 2009) has been writing some reflections about her own teaching practice. She points out that through her process of action –research, she has introduced many innovations which have improved her professional development and she has gotten positive results in the development of her students' competences. Ledesma wrote that the starting point to initiate this reflective path was to join to a university teachers group to reflect about the teaching practice in order to ameliorate it. But although the objective was clear, there were many

constraints and finally she decided analyzed her own work. During her teaching practice she noticed that her students learned about theory but they were unable to put it into practice so she decided to make some changes in order to help them to develop their competences. All the daily situations were sources to feed the process and led her to reformulate her subject, overcome her fears as well as defeat some all the constraints.

Finally she claimed that while she wrote about her reflections she learned and modified her teaching practice and this made her feel more motivated to continue analyzing it and recognizing her mistakes to explore new ways that lead to grow as a professional as well as a person.

Recently a case study carried out in Universidad Nacional de la Pampa, Argentina (Dubrovsky, Iglesias & Saucedo, 2003), with some teachers of EGB 1 and 2, addressed two main problems: the teachers' difficulties in implementing proposals that consider the students' heterogeneity, and the necessity to redefine the teacher's role in the actual social context. Through different data collection techniques such as class observation, teachers' journals and individual interviews, the researchers evidenced the necessity to reformulate the curriculum, as well as the teacher' role. In that sense, they proposed reflection to make curricular adaptations as instrument to face the student diversity, and at the same time, the teacher intervention in the reality of the school through strategies of reflection and action to redefine their capacity of decision making to confront the necessities of their own teaching practice in order to construct pedagogical alternatives to improve the teaching and promote meaningful learning.

"Tres historias, tres perspectivas, múltiples alternativas" is a document published online in the magazine Educación y Pedagogía (Díaz, Guerra & Rodríguez, 2008). In it the

authors share their own experiences as English teachers, how it started and how it is now. After they realized the necessity of reflecting about their own teaching practice and considering the integrality of the language (Freeman & Freeman 1998), it means the coherence between language, learning, teaching, syllabus, assessment and social construction, they make some pedagogical proposals. These are the encouragement of teachers' reflection about the language and the context in order to empower the construction of the syllabus and the teaching and learning of the foreign language.

In Barranquilla, a city placed on the northern coast of Colombia, a master student from Universidad del Norte, carried out a case study research about teacher's reflection on a diary, how it influences students' motivation and learning (Ariza, 2005). This project started from the teacher's concern about his students' low motivation which affected their understanding of the language. The instruments to data collection were the teacher's diary, observation, students' questionnaires and interviews and participant observation. The results showed that the problem was focused on the teacher – centered approach, so it was necessary to identify students' motivation in order to enhance it during the learning process. In this order of ideas, the teacher transformed his teaching practice in a learner – centered approach, what is more, the teacher - students' relationship was improved and this facilitated the teaching – learning process.

As it is noticed here teachers' reflection is not a recently fact, it has been addressed many years ago with the purpose of transforming the pedagogical practice in the world, American and local contexts. In this order of ideas, teaching reflection is a good strategy to readjust the teaching practice since it allows teachers understand their teaching context,

reformulate their syllabus and apply the methodology they consider most appropriate according to their students necessities and their contexts.

4. Theoretical framework

4.1. Teaching strategies.

According to Brown and Atkins (1988) “teaching may be regarded as providing opportunities for students to learn” (p. 2). In the same line, Leamnson (2012) defined them as “any activity that has the conscious intention of, and potential for, facilitating learning in another” (person) (p. 3), however, later he completes this definition by adding “... but is also especially appropriate for a particular group of learners” (p. 53).

In this sense, teaching is a process teachers carry out with the purpose of facilitating students' learning of any subject and encourage the development of their competences. So teachers have to draw on the necessary tools to make this learning possible, in other terms, teachers need to apply teaching strategies to carry out their labor.

Regarding strategies, Brown (2001) stated “strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, or planned designs for controlling and manipulating certain information” (p. 210). Related to this in our educational context, teaching strategies are all the actions, tools, methods or plans that, as teachers, we adjust as we go along, which are used consciously for enhancing our students' learning.

Supported in this, Sullivan and Glanz (2005) claimed that in order ...to motivate and stimulate students and to transform their classrooms into effective laboratories for learning, teachers will employ a variety of teaching strategies including cooperative and mastery learning, class debates, panel discussion, student presentations, journal and learning logs, and interdisciplinary and inquiry-based instruction” (p.41).

As they mentioned, there are a variety of teaching strategies and “with experience you can sort out strategies that work well for specific topics and student groups” (Orlich, Harder, Callahan, Trevisan & Brown, 2010, p. 5).

In this order of ideas, there are many teaching strategies but the teacher decides which of them are appropriate for their students, bearing in mind their context, their needs, their likes and so on. These are some of the teaching strategies teachers could work in this context:

- Establish some standards of living to improve the scholar climate. The teacher and the students agree some principles for the satisfactory development of the class such as: ask to speak, show respect, and improve the students' behavior and tone of voice in the class, and so on.
- Reinforce collaborative /cooperative learning. Design activities where students work in groups to accomplish a common goal.
- Enhance students' interaction. The teacher provides students opportunities to interact with the others in the classroom (partners and teacher).
- Design meaningful and challenging activities. The teacher must prepare activities according to the students' needs and likes to call their attention, as well as they require the students' effort to accomplish.
- Provide students support during the development of the activities. The teacher has to satisfy students' learning needs. In other words, the teacher answers their questions and explains the topic when it is required.

- Make the objectives explicit. The students need to know what to do and why to do it. So it is important they know previously the purpose of developing the activities.
- Questioning. Not only teachers can extract factual information but also help students ask themselves and answer the questions they have.

As Orlich, et al., (2010) mentioned, the teaching strategies to apply in the classroom are decided by the teachers according to their experience, so they select what are the most suitable in their students' context. Based on this and bearing in mind that teaching strategies are not a limited group, as teachers, we can observe which of them work in our classroom, we can adapt them and we can think about new ones; this with the firmly purpose of improving our students learning.

In this sense it is necessary teachers find the way to apply some strategies to make students more motivated to learn English, but these strategies depend on many factors such as the students' needs and likes as well as their motivation to learn the language and even learning itself.

4.2. Language learning.

Learning has been defined mainly from three traditional theories: Behaviorism, Cognitivism and Constructivism which addressed it from different perspectives but at the same time they are complementary. Leonard (2002) stated "Behaviorism is the belief that instruction is achieved by observable, measurable and controllable objectives set by the instructor and met by the learners who elicit a specific set of responses based upon a controlled set of stimuli" (p. 16). In this sense from a Behavioral theory learning is viewed as a change of behavior where the environmental factors such as reinforcement, feedback,

and practice are emphasized. The main representatives of Behaviorism are Skinner, Pavlov, Thorndike and Watson.

On the other hand, “cognitive theorists view learning as involving the acquisition or reorganization of the cognitive structures through which humans process and store information” (Good & Brophy, 1990., cited by Chowdhury & College, 2006). In the same sense, from a cognitive perspective, learning is understood as the acquisition of knowledge focus on the development of mental processes such as thinking, memory, knowing and problem-solving. The main cognitive theorists are Jean Piaget, Gagne and Vygotsky.

According to Don (2012) and Schuman (1996), constructivism is an individual construction of the world based on previous experiences. That is, constructivism considers learning not only as an acquisition, but also as a mental construction of the knowledge based on the interaction of hypotheses of the environment and personal experiences. The representative constructive theorists are Dewey, Bruner, Merrill, Vygotsky and Papert.

Based on these theories Leamson (2012) defined learning “as stabilizing, through repeated use, certain appropriate and desirable synapses in the brain” (p.5). On the other hand, Chand (2004) quoting Brown, Collins and Duguid (1989) explained that they “went on to argue that learning should occur through participation in ‘authentic activities’, which they defined as ‘the ordinary practices of the culture’” (p.49).

In a broad sense, as teachers we approach learning as a mental process where students obtain some information, adapt it into their schemata and use it when they need it. Then how can teachers evidence their students’ language learning or comprehension? According to Farrell (2009) “the comprehension process happens inside our heads and so remains hidden from us” (p.13), so teachers need to verify it through the implementation of

tasks that involve the others communicative skills, as well as taking into consideration some variables such as the students' context and their learning needs and likes.

4.3. Students' needs and likes

Related to the students needs and likes to learn the second language, there is an approach called English for Specific Purposes (ESP) which is defined by Hutchinson and Waters (1987) as "an approach to language teaching in which all decisions as content and method are based on the learner's reason for learning" (p. 19) where the guiding principle of ESP is: "tell me what you need English for and I will tell you the English that you need" (p.8). Under this definition, ESP is a learner-centered approach to teaching English as a second language. It is based on the learner's needs in real life and also the ideas and experiences he/she brings to the classroom, with regard to the circumstances and his/her specific field. Those needs are discovered through a need analysis that determines which language skills are most needed by the students, and the syllabus is designed accordingly. In this order of ideas Stryker and Leaver (1997) stated "the content and learning activities correspond to the linguistic, cognitive and affective needs of the students and are appropriate to their professional needs and personal interests" (p. 9).

Although there is a defined approach where students likes, lacks, needs and preferences are taking into account, teachers face daily situations which become obstacles that impede students develop the communicative competence which is the main goal in learning a second language. This is the reason why teachers constantly said students lack of motivation to learn the language.

4.4. Motivation

Brown (2001) referred to two significant aspects of learning a second language: orientation and motivation. The first one is defined as the context or purpose of learning it, and the second as the intensity of one's impetus to learn it. In this sense he cites the dichotomy about the orientation to learn a second language established by Gardner and his colleagues who, based on research studies, make a distinction between integrative and instrumental orientation, the integrative orientation is "the desire to learn a language stemming from a positive affect toward a community of its speakers" and the instrumental orientation is defined as "...desire to learn a language in order to attain certain career, educational or financial goals" (p. 90).

On the other hand Gardner (2005) considers the role of motivation in the language acquisition. "There are many advantages for knowing other languages but they are not absolutely necessary, and as a consequence, motivation (as well as ability) can play an important role in learning a second language. And there are many things that can affect this motivation" (p.10). The author makes a distinction about two motivational constructs: language learning motivation and classroom learning motivation. The first one refers to the individual desire to learn a language; while the second "refers to the motivation in the classroom situation or any specific situation" (p. 11). In this sense, the teacher, the context, the content, the materials, the personal characteristics of the students influence the classroom motivation, as well as the individual language learning motivation. That is the reason why teachers need to enhance students' motivation to learn the language especially if most of them consider English is not absolutely necessary.

As Gardner, there are many authors who define motivation, however all of them agree in the desirability or reason which makes possible we do something. This is essential to do any human activity, even more if it is related to learning a second language.

Brown (2001) made a background of different theories that approach motivation and cites Decy (1975), who made a distinction between intrinsic and extrinsic motivation, “intrinsically motivated activities are ones for which there is no apparently reward except the activity itself...” and “extrinsically motivated behaviors, on the other hand, are carried out in an anticipation of a reward from outside or beyond the self” (p.23).

Based on this distinction Bruner (1962) and Maslow (1970) privileged the importance of intrinsic motivation in learning a language; however according to the results of some researchers, Brown (2001) declares that there are many external factors that enhance intrinsic motivation such as “...sincerely positive feedback in a classroom, seen by students as a validation of their own personal autonomy, critical thinking ability, and self-fulfillment” (p.77). Additionally to this Brown states that intrinsic motivation is not the exclusively factor that affect students’ learning, it means that students need opportunities to use the language to communicate in order to develop their communicative competence and being more independent of external rewards such as grades.

4.5. Communicative competence

Since the mid 1880s teaching English has been involved in research about approaches, theories, techniques, methodologies and resources to teach English in an effective way, but most recently theorist such as Campbel and Wales (1970) and Hymes (1971), cited by Canale and Swain (1980), among others, have concluded that English must

be taught in order to develop the communicative competence, which refers not only to grammatical but also to the contextual and sociolinguistic competence.

Communicative competence was introduced by Hymes (1966) and discussed and redefined by many authors such as Canale (1983), Savignon (1983) and Widdowson (1983), among others. In terms of Canale (1983) it refers to “the underlying system of knowledge and skills required for communication” (p.5). Based on the development of the communicative competence in Colombia the “Programa para el Fortalecimiento de Competencias en Lengua Extranjera [PFDCLE]” guides the criteria and strategies to strength the quality of teaching English with the purpose of making citizens able to communicate in the second language and obtain a B1 level when they finished high school, which means they could be independent users, B1 or B2 level, in terms of abilities according to the Common European Framework (2001) they:

- Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.
- Can deal with most situations likely to arise whilst travelling in an area where the language is spoken.
- Can produce simple connected text on topics which are familiar or of personal interest.
- Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans (p. 24).

In that sense the final goal of learning a new language is to use it to communicate so the language is not only the grammatical aspect but also it has implicit the communicative

function and the cultural background. Regarding Hymes' point of view (1966; 1971), apart from grammatical knowledge, ESL or EFL learner should also have communicative competence, which is competence to use the new language as a tool for communicating and interacting with others either in written or in oral form.

Based on the CEF (2001) the communicative competence is integrated by three components: linguistic, pragmatic and sociolinguistic competences. The first one refers to the language system and involves "... knowledge of, and ability to use, the formal resources from which well-formed, meaningful messages may be assembled and formulated" (p.109). The second component, the sociolinguistic, refers to "... knowledge and skills required to deal with the social dimension of the language use" (p.118). And finally, the pragmatic competence concerned with the learner's knowledge of the discourse, functional and design competence which are implied in the communicative messages. In this order of ideas classroom interaction is the key to improve the students' communicative competence.

4.6. Interaction

Different authors have defined interaction among them Byrne (1987), Chafe (1998), Ellis (1990), Flanders (1970), Long (1996), and most recently Brown (2001) "...interaction is, in fact, the heart of communication: it is what communication is all about" (p.165).

Communication is the main aspect of learning a language but it is not the exclusive aspect to consider since Halliday (1993) proposed a threefold perspective "learning language, learning through language, learning about language," in order to establish two unified principles: the learning of the language is a continuous development through the life and through the components and processes of learning it is acquired the language structure.

At the same time he claims that we can learn through the language, it means the language structure is learned through the use of the language in context (p. 113).

In that sense, learning a language in isolation does not make sense. It means, based on the sociocultural theory (Vigotsky, 1978), which emphasizes participation in social interactions, “learning awakens a variety of internal developmental processes or strategies that are able to operate only when the learner is interacting with people in his environment and with his peers...” (p.90)

Considering communication as the main goal of learning the language, the three perspectives proposed by Halliday and the sociocultural theory, teachers have a great responsibility in the students learning process of the second language. It means, teachers have to enhance students' communication as well as provide them opportunities to interact with the others. In this sense Flander's Interaction Analysis Categories [FIAC] (1970) stated that teaching is an interactive process where teachers influence students' interaction, teacher interacts with the students and they interact themselves.

Related to classroom interaction, Chafe (1998) affirms that it is important to achieve cooperative learning, since it refers to a method of instruction whereby student work together in groups to reach common goals. Within cooperative learning, students benefit from sharing ideas rather than working alone. Students help one another so that all can reach some measure of success.

Additionally to this and in order to enhance the students interaction teachers need to consider the unpredictable relations established in the classroom which in terms of Van Lier (1996) is contingency which is summarized by Walki (2006) as plans can change while they are carried out in the class, in other words, task procedures are adjusted

depending on actions of learners; contributions and utterances are oriented towards each. That is, most of the time classroom decisions are making in an unpredictable way.

Based on this setting we can observe that in teaching a second language many factors are important, such as the process must arise from the students' different needs related to the learning and use of the language, students' motivation to learn it, as well as students' development of the communicative competence, the students interaction, the students' learning styles, and many others such as those proposed by Brown (2001) who stated that there is complexity in teaching English, it means teachers have to take into consideration "who your learners are, where they are learning and why they are learning" (p. 86).

In this order of ideas English teachers have a commitment when they teach English. It is to make possible their students learn to communicate in the second language and its possible not only making sense of those approaches, theories, techniques, resources and so on, but also they have to apply their abilities and strategies to carry on their labor. One of these strategies is the direct observation through they can observe everything what happen in the classroom and they can take into account this information to make positive changes in their pedagogical practice, if it is really good to attain the goal or if it needs to be improved. In other words, teachers need to reflect about their teaching practice.

4.7. Teachers' reflection

According to the online Merriam Webster dictionary, reflection means "a thought, idea, or opinion formed or a remark made as a result of meditation". In the educational field, teacher's reflection is not a new practice, it has been considered since years ago for

many authors such as Dewey (1910) who asserted “reflection thus implies that something is believed in (or disbelieved in), not on its own direct account, but through something else which stands as witness, evidence, proof, voucher, warrant; that is, as *ground of belief*” (p. 8).

In the same way, Boud , Keogh and Walker (1985) stated that “Reflection in the context of learning is a generic term for those intellectual and affective activities in which individuals engage to explore their experiences in order to lead to new understandings and appreciations” (pag 19)

Richards (1991) in his article *Towards reflective teaching* explains how this approach is developed, it means, how teachers reflect about their own teaching practice and this practice is evaluated in order to take better decisions for planning the teaching process in order to achieve a higher level of professional growth, as well as bringing change to their routines.

In Booth (2011) terms, “enter reflective practice, a mindset that transform teaching into a learning experience and helps educators become more thoughtful about their decisions and actions” (p. 18)

Similarly Sellars (2012) argued about the importance of the role of the teacher in the educational changes and explains that they are possible only if teachers have the ability to reflect about their practices. This authentic reflection allows teachers to be aware of their own values and limitations, as well as evaluate the teaching and learning environment to establish some priorities and then achieve their goals and develop self knowledge in order to improve their students’ outcomes

Likewise, Zwozdiak-Myers (2012) affirmed “reflective practice is a disposition to enquiry incorporating the process through which student, early career and experienced teachers structure or restructure actions, beliefs, knowledge and theories that inform teaching for the purpose of professional development” (p. 5).

Also Dewey (1910) stated that “... every complete act of reflective inquiry makes provision for experimentation- for testing suggested and accepted principles by employing them for the active construction of new cases, in which new qualities emerge” (p.99), in that sense, reflection about the teaching practice is a process which would imply positive changes not only in the teaching practice as well as the teachers’ growth and the students’ learning.

An example of these changes was evidenced in the research Richardson (2000) made about reflective teaching practice. She developed her study making observations about three veteran teachers and holding reflective dialogues with them about the observations. This allowed them changed their thinking and practice, although in different ways. However there was one of the teachers whose practice didn’t change significantly, but the school gave him an environment for professional growth. These provided a strong and articulated relation between the school vision of learning, professional growth and practice of teachers and learning experiences of children.

In this order of ideas “Reflective teachers make a point of becoming aware of the factors that affect their practice so they can improve their teaching and, thereby, positively influence the educational system in which they work” (Farrell, 2004. p. 7)

4.8. Types and forms of reflection.

Zwozdiak-Myers (2012) postulated that as teachers we have the commitment to reflect about our teaching practice, it means, analyze it and act in order to improve not only the quality of the teaching process but also the students' learning. Besides that, she makes some qualitative distinctions in reflective practice, and states that it implies a transformation in the way of thinking and speaking about teaching as well as of practicing teaching; in that sense, she assumes that there are three types of reflection: descriptive, comparative and critical, which are not exclusive on the contrary, they are complementary.

Many authors (Day, 1999; Farrell, 2004; Handal & Lauvas, 1987; Jay & Johnson, 2002; Van Manen, 1997) have addressed the levels or types of reflection, they have named these levels in different ways however the zenith in all of them is critical reflection. Larrivee and Cooper (2006) and Zwozdiak-Myers (2012) agreed with there are three levels of reflection. For Larrivee and Cooper they are a surface level, a pedagogical reflection and a critical reflection. **The Surface level** or initial one is focused on teaching functions, actions or skills, generally considering teaching episodes as isolated events. For Zwozdiak-Myers, the levels are named stages, and the first one is a **descriptive reflection** which is the construction teachers did about what happened in the class, how the teacher interprets it, so he or she can ask some questions about the topic, the objectives, the kind of activities, the effectiveness of those activities. The second level for Larrivee and Cooper is a **Pedagogical reflection**, which considers the theory and rationale for current practice. In Zwozdiak-Myers' words this stage is a **comparative reflection** where teachers contrast their own experiences, believes, principles, theories, values and assumptions with a deeper understanding of others theories and approaches. The teacher can ask some questions

related to strategies, knowledge, learning needs and learning objectives, how they were developed in the class and how they will be improved. And finally, Larrivee and Cooper defined the **critical reflection level** as a higher order where teachers examine the ethical, social and political consequences of their teaching, grappling with the ultimate purposes of schooling. In the same sense, Zwozdiak-Myers stated it as the acceptance that there is not a certainty knowledge, this means that teachers make evaluations of their own pedagogical practice in order to improve it as well as students' learning, it means, the results of these evaluations need to be appraised in terms of contextualized improvements and consider the implications that the judgments carry out. This means, the teacher thinks about the things were wrong and the way how she can improve them. In words of Zheichner and Liston (1996) "when embracing the concept of reflective teaching, there is often a commitment by teachers to internalize the dispositions and skills to study their teaching and become better at teaching over time, a commitment to take responsibility for their own professional development" (p.6).

On the other hand, Zwozdiak-Myers (2012) stated that the development of teachers depends on reflect about your students' learning outcomes, the content and pedagogical approaches, how the students engage in the lessons and what they have learned; this in order to redefine the teacher practice, as well as contemplate different approaches and theories to improve the own teaching and impact on the students' development (p. 33).

Related to reflection, Dewey (1933) associated it with kinds of thinking and establishes five phases of thinking: the problem, the suggestion, reasoning, hypothesis, and testing. These phases implies recognizing and understanding the concerning situation, considering the possibilities to solve the situation, linking ideas and information with

previous experiences, reconsidering the suggestions and adapting them to the situation, and finally proving the effectiveness of the hypothesis.

Dewey's reflective thinking framework has been tackled by others authors as Rodgers (2002), who suggested four components for it. They are: a meaning making process; a systematic, rigorous and disciplined way of thinking; interaction with others, and finally values and attitudes for personal and intellectual growth.

Rodger complements Schon's theory (1983) provided two sides of the same coin; it means two perspectives of reflection: reflection in action and reflection on action. The author explains that during their teaching practice, teachers confront any kind of situations positive or negative and they allow teachers to develop a competence called intelligent action which was after described as knowing in action or reflection in action. This competence is given intuitively and spontaneously while teacher analyzes, interprets and provides solution to any situation modifying or testing their action; what in terms of Van Lier (1996) is contingency, where the classroom decisions are unpredictable and depending on the actions of learners.

The other perspective is reflection on action. It means look back on action. It encourages a systematic and rigorous evaluation of the teaching practice which allows teachers questioning their principles, theories, methods, techniques and procedures in order to provide discernment and reasons to explore new alternatives or take successful decisions according to their context.

4.8. Reflective phases or strategies

In order to carry out a reflective practice Zwozdiak-Myers (2010) established a framework of nine dimensions of reflective practice, each of them is based on theories by Day (1999), Dewey (1933), Eraut (1994), Hopkins (2002), Hoyle (1974), Hoyle and John (1995), Moore (2000), and Stenhouse (1975). They illustrated a framework about these nine dimensions of reflective practice to become a reflective teacher: 1. Study their own teaching for personal improvement. 2. Systematically evaluate their own teaching through classroom research procedures. 3. Link theory with their own practice. 4. Question their personal theories and beliefs. 5. Consider alternative perspectives and possibilities. 6. Try out new strategies and ideas. 7. Maximize the learning potential of all their students. 8. Enhance the quality of their own teaching. 9. Continue to improve their own teaching. Although they are expressed in a lineal way they are not sequential and they do not have well defined boundaries, however contributes to demonstrate the areas in which teachers need further development as well as the way how teachers can engage it.

On the other hand, Dewey (1933) related reflection with thinking and established five stages to carry it out: problem, suggestion, reasoning, hyphotesis and testing; and Bloom (1956) stated that reflection requires specific skills such as keen observation, logical reasoning, analysis, synthesis and evaluation.

In the same way Stevens and Cooper (2009) suggested five different phases or aspects related to reflective thinking: perplexity, elaboration, hypotheses, comparing hypotheses and taking action (p.22). In this process the phases started with the confrontation of a problem, considering similar past experiences, making, comparing and selecting some hypotheses in order to act according to them.

Similarly, Stingu (2012) explained the reflective strategies teachers use and how they enable teachers make reflections about their own teaching practice as well as they confront the constraints. Although she considers that reflective teaching offers an effective way to improve the teaching practice, in the future it is necessary to update it in order to coincide with the specific conditions of the age. In other words, reflective teaching is an outstanding approach, but it is not a magic formula to be used in the same way in the entire context. It implies using a variety of techniques to collect information and take accurate decisions to enrich the daily processes of teaching and learning.

Fendlers (2003) started her article with an epigraph "There is no such thing as an unreflective teacher" by Zeichner and Liston (1996, p. 207). According to it, the implicit assumption is that all teachers make reflection, but how does she define reflection? Her definition of reflection is based on historical definitions as well as different techniques to collect data, according to them she makes an analysis to demonstrate the powerful relation between research and practice; in other words, she claims that it is necessary not only being a reflective practitioner but also a critical one, by virtue of all reflection has consequences but they need to be analyzed in order to improve our teaching practice.

5. Methodology

As English teachers we have the responsibility to do the best in our work, it means to teach the language in order to students learn it to communicate in a better way. It means, providing students opportunities to develop the communicative competence as it is stated in the standards proposed by MEN based on the Common European Framework for Foreign Languages (2001).

In that sense, teachers are constantly looking for the “magic formula for teaching English”, so they carry out some strategies oriented to achieve the main goal. Some of them are related to improve their students’ learning needs, motivation and methodology, despite these, they cannot guarantee students’ learning of English, at least not in the way that teachers would like.

That is the reason why teachers continue searching for the best way to teach English. Despite the lot of constraints that teachers face in public schools, there is a light in the dark, it is research. Hatch and Farhady (1982, cited by Holmes 1986, p.3) declared “we can define research as a systematic approach to finding answers to questions”. Nunan (2002) defined it as a systematic process of inquiry consisting in three elements or components: the problem, or hypothesis, the data and the analysis or interpretation of data.

In that sense, and with the purpose to engage in research, it is necessary to clarify the distinction between the two approaches of research quantitative and qualitative. The first one is in terms of Nunan (2002) “obtrusive and controlled, objective, generalisable, outcome oriented, and assumes the existence of “facts” which are somehow external to and independent of the observer or researcher” (p. 3) On the other hand, qualitative research is a subjective, holistic and ungeneralisable study, whose outcomes only are applicable where

they were collected, that is in the classroom, in order to understand human behavior from the students related to the English learning.

In the same way, Jacob (1987) stated that qualitative research is carried out in order to present the data from the perspective of the observed group without affecting the collection, analysis and interpretation of the data. As Glanz (2003) remarked "...qualitative studies examine the "how" (process) and the "why" questions. The power of qualitative research is in its ability to enrich our understanding of a given phenomenon" (p.92).

Similarly Seliger and Shohamy (2001) declared that qualitative research is carried out without preconceived notions about what to look for, and one of its goals is to discover phenomena from the perspective of the participants, in that sense, "researchers themselves may be participant observers", and they may keep diaries where they register their observations (p. 120).

Based on these definitions qualitative research is the most appropriate paradigm to carry out an educational research, because it offers a deep and rich detail of a given phenomenon. In accordance to that, Glanz (2003) explained that qualitative research could be carried out through one of its types, action research, and this is addressed in order to solve specific problems.

This author also states that action research is a process constantly monitored by a variety of mechanisms, so feedback is used to make adjustments and modifications as necessary. There are three forms to carry it out: individual, collaborative and school wide, all of them are used by researchers, most of the times they are teachers, to address specific problems and they start with an investigator like in the individual category. On the other way, collaborative and school wide categories include not only the teacher as a researcher,

but also, the educational community, it means parents, students and administrators, in order to perform a research in a more wide context than the classroom.

In this order of ideas, many authors have defined action research, Cohen and Manion (1994) declared that it is focused on diagnosing a problem in a specific context in order to solve it. McKernan (1996) established a time process model of action research which emphasizes its importance engaging in rational problem solving. Zwozdiak – Myers (2012) highlight this feature of action research, as a cyclical “on-going process to improve the quality and effectiveness of practice” (p. 52).

Although there are not specific procedures to carry out action research, many authors such as Cohen and Marion (1994), Glanz (2003), McKernan's (1996), and Nunan (2000), among others, indicate some steps. Even though they differ in the number of steps, they agree in the essential process. The procedure consists of defining the problem; then a literature review about concepts, hypothesis and teaching approaches in order to make an action plan related to the data collection and research instruments to use. After that, carrying out the plan and collecting data about the teaching practice and the students' response to the teaching; then, teacher analyzes and reflects about the plan and outcomes and continues working on it or decides to make some adjustments according to the reflection.

Nunan (2002) stated that there are some conditions to action research: it is initiated by a question, supported by data and interpretation, and it is carried out by a practitioner investigating aspects of his or her own context and situation (p.18).

Similarly Wallace (1998) asserted “from an action research perspective, our aim is not concerned with assessment, nor (in the first place) with generalisable findings, but with

exploring through observation aspects of what goes on in our classrooms for the benefit of our own development” (p. 105).

In this order of ideas, he explains some observation techniques used to record and analyze classroom skills and suggests that we have to focus our attention in some aspects, which in this research is not only the students' learning, but also, the teacher's performance.

As reported by Glanz (2003), there are a variety of methods to perform action research from qualitative approach such as: historical inquiry, ethnographic and case study research. The first one is based on the past; it means the past needs to be understood in order to explain the present and take some important decisions for the future. The ethnographic research is based on the observation of the individuals in order to be described in detail, but it is carried out in a wide context, it means in a community. And finally case study, it is a deep research that involves a detail description of individuals or groups whose purpose is to take a better understanding of the specific phenomenon. Although ethnographic and case study have some points in common, they differ in that the first is more interpretative while case study is more descriptive and objective.

Based on the Mission of Jackeline Kennedy's PEI (institutional education project, where the institutional policies and the curriculum are expressed), students should develop knowledge and work skills, according to their socio-economic context, in order to improve their quality of life and community. It enables teachers to develop research and projects in order to achieve the goals proposed in PEI.

Hence bearing in mind some elements cited by Nunan (2000) about research, as well as technical procedures dictated by the context, it is necessary to narrow the focus of

observation. Based on that, in recent decades teachers have not only been concerned about students' learning but also about their own pedagogical practice; it means, how it enhances students learning and how they can improve it through reflection; the observer who in this research is the same English teacher, defines her research question and the observed group. It is ninth grade "C" (9°C) students from I.E.D. Jackeline Kennedy. They are 31 adolescents whose age range is between 13 and 18 years.

Then, in accordance with the characteristics of this context, qualitative research is the most appropriate approach because "qualitative inquiry provides in-depth analysis of a given problem that might not otherwise be gleaned from statistical results derived from quantitative studies" Glanz (2003, p. 52). In that sense, qualitative research offers the possibility to describe and understand the specific problem in the classroom. It is How does the teacher's reflection about the teaching and learning processes enrich their own professional practice, as well as, enhance the ninth grade students' learning of English in I.E.D. Jackeline Kennedy?

In agreement with qualitative approach, a research method was chosen. It is action research from the individual perspective because in this investigation the teacher is the same researcher, who supported by her tutor, establishes the results of her inquiry in order to understand and improve her teaching practice as well as her students' learning.

The technique to implement action research is case study based on the teacher's reflection. The purpose of this technique is to describe objectively what happens in the classroom. It means teacher describes what she and her students do during the English class and after that she makes a reflection about these actions. In Schon's words (1983) this is

reflection on action. It is understood as the process teacher does after the class to realize her values and limitations in order to improve her teaching practice and her students' learning.

In Zwozdiak-Myers' definition this reflection implies three stages: the descriptive, the comparative and the critical reflection. So in the first stage teacher describes the most relevant aspects happened during her class. In the second stage, she compares the methodological theory with the one she adopted in her class. And finally, she makes a critical reflection where she explains what methods, procedures, techniques, activities and so on, could be used continuously and which of them could be replaced in order to improve the quality of her teaching and her students' learning.

After reviewing literature it is designed the research plan about the qualitative data collection techniques to carry out action research, and keeping into account that the research analysis in this case is individual, so the researcher could obtain a more meaningful picture of the target context by using more than one instrument as it is claimed by Campbell and Fiske (1959). In this sense and in order to provide reliability and validity to this research, four instruments were selected for data collection: teacher and the students' journal, as well as a survey and interview for students.

Stevens and Cooper (2009) stated "By putting thoughts on paper, the journal writer makes explicit and visible that which is often fleeting and difficult to capture" (p.37). Based on this, the teacher's purpose of keeping a research journal is to register some observations about the class which will provide further information about students' learning and behavior, as well as the her own performance. At the same time, teacher realizes how successful was the lesson plan carried out, in order to reflect later about it and make some adjustments if they are required.

In that sense and based on the reflective stages proposed by Zwozdiak-Myers (2012), in the teacher's journal, right after the class, the teacher reflects about her own teaching practice, the students' learning process and the effectiveness of the methodology applied during the class, in three ways: the descriptive, the comparative and the critical stage. At the last stage the teacher rereads the descriptive and the comparative reflection and finally, summarizes the collected information, interprets and analyzes it to make a critical reflection.

Based on the information of the last stage the teacher makes some adjustments for the next class, related to the activities students do and what are the most appropriate for students' language learning, teachers' actions, teacher and students' behavior, time, resources and methodology applied, and so on.

The second instrument was a survey where all the ninth grade "C" students were asked eleven questions with the purpose of knowing about their opinions related to the importance of English, the class activities, the methodology, and their preferences of learning. All the questions were closed where the options were given, except the last one which was an open one.

After the surveys were applied and analyzed, the students' interview was applied to six randomly selected students in an oral way. The purpose of this instrument was to clarify the information students gave in the surveys in order to get a wider view of their opinions about the class, methodology, learning preferences and likes. Surveys results were supported with students' journals. This instrument was carried out by ten students who freely decided to write it. So they were suggested to comment about the class: What did they consider interesting? What did they like? What did they not like? What would

they have liked to do? And some positive things to repeat and some negative to correct the next time.

Next in line, the teacher and her tutor analyzed the data collected with each instrument, in order to get some relevant conclusions and triangulate the information. This triangulation involves the use of a multi-method approach; although, there are different types of triangulation such as: time, space, levels, theoretical investigator triangulation, the kind which concerns us is the methodological and investigator triangulation. The first one implies the use of different methods on the same object of study and the second refers to the observers who have their own observational style and reflect about the resulting data. Considering that Cohen and Manion (1994) suggest that to get an explaining of the wider and deeper human behavior from more than one standpoint, in order to obtain the confidence that the research does not depend on results achieved from only an instrument.

In this sense, in this research it was applied a variety of instruments of data collection with the purpose to be sure that the standpoint could not be biased. In this order of ideas, the teacher supported by her tutor, compared all the collected information and converged the findings in order to check their reliability. In accordance to Van Lier (1998, cited by Alwright and Bailey, 1991) events in the classroom are analyzed by the researcher and the participants themselves so the results are not generalized. So they drew some conclusions to define the suggestions for improving the teaching and learning process in this specific context. That is, that the obtained results help the teacher to enhance students' learning as well her own pedagogical practice considering that critical reflection involves transformational learning and it "occurs when adults question assumptions that underlie their beliefs and actions in the world" (Stevens and Cooper, 2009. p. 38).

6. Results

In this chapter the results obtained with each instrument are explained: the questionnaire (appendix 1), the interview (appendix 2), the teacher's journals (appendix 3) and the students' journals.

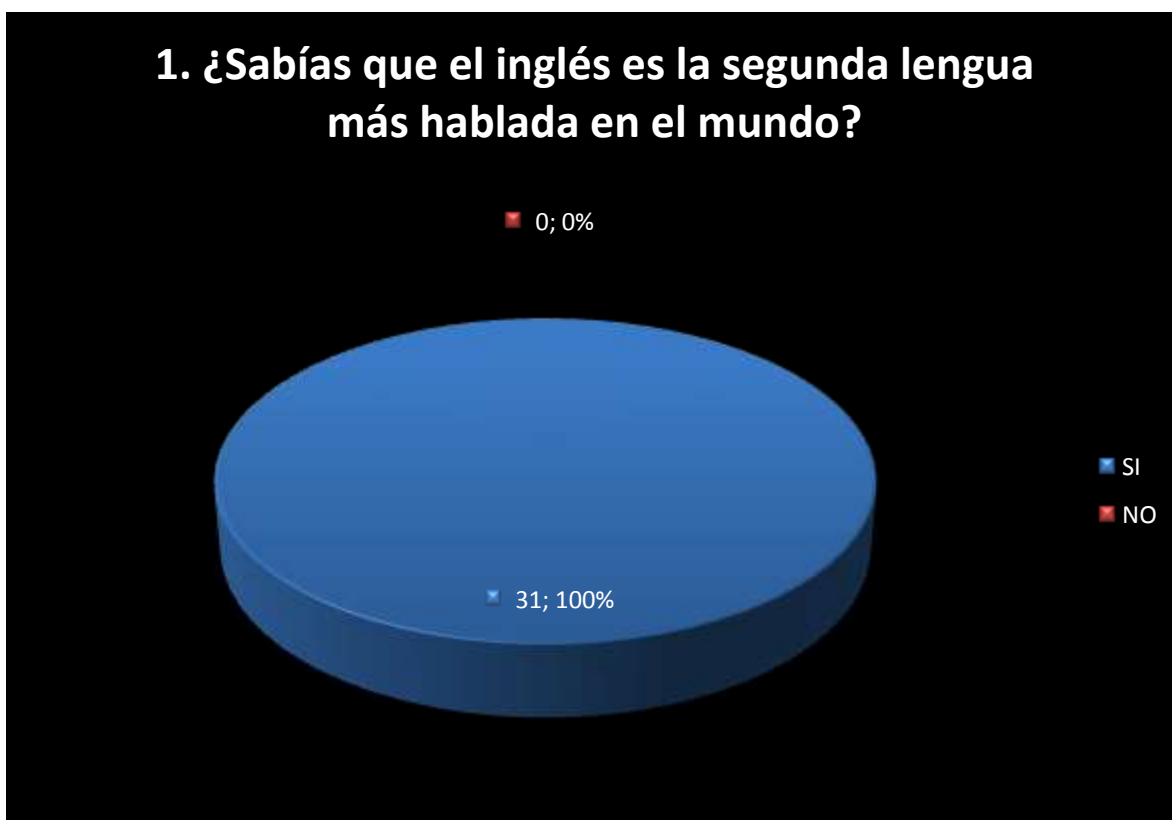
6.1. Questionnaire results

Knowing students' opinions about the importance of the language, as well as their likes and preferences, methodology, behavior and performance; help the teacher to reflect about the teaching and learning processes and the way to enhance students' learning.

In that sense, the questionnaire was applied to 31 ninth grade students. It has twelve questions, eleven of them are closed questions where students selected one of the options and the last question is a free one where students express their opinion about the activities they would like to work in the classroom. In each question is presented a chart where the results are synthesized and graphic about it.

Question 1. ¿Sabías que el inglés es la segunda lengua más hablada en el mundo?		
Options	Number of answers	Percentage
a. Sí	31	100%
b. No	0	0%

Figure 1. Result of question 1.



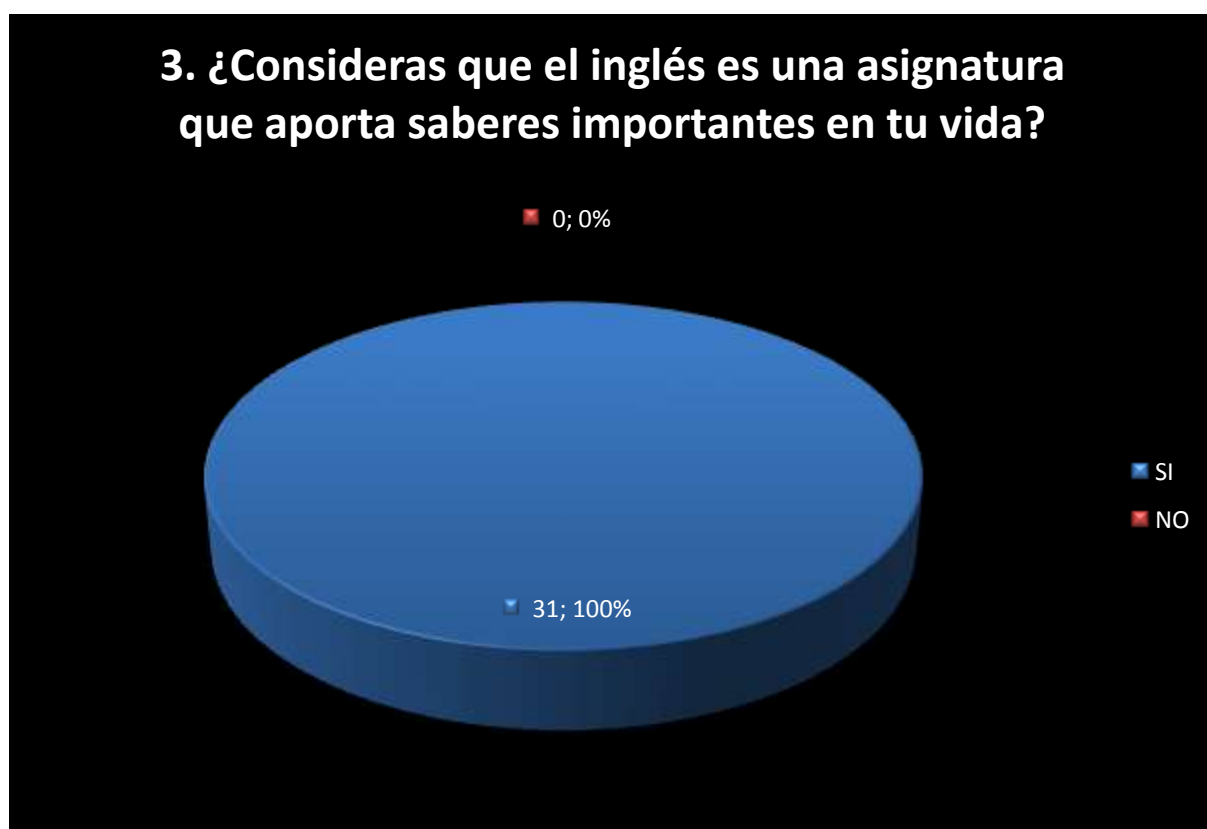
Question 2. ¿Sabías que gran parte de la información que se encuentra en internet está en Inglés?		
Options	Number of answers	Percentage
a. Sí	18	58 %
b. No	13	42%

Figure 2. Result of question 2.



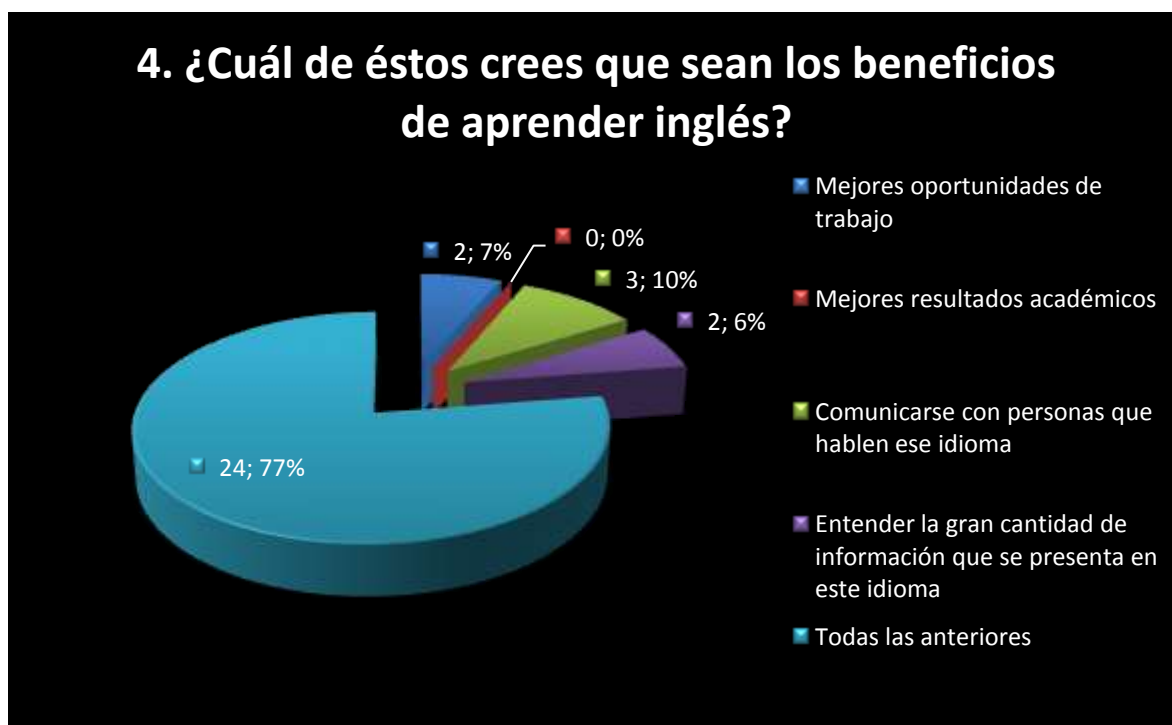
Question 3. ¿Consideras que el Inglés es una asignatura que aporta saberes importantes en tu vida?		
Options	Number of answers	Percentage
a. Sí	31	100 %
b. No	0	0%

Figure 3. Result of question 3.



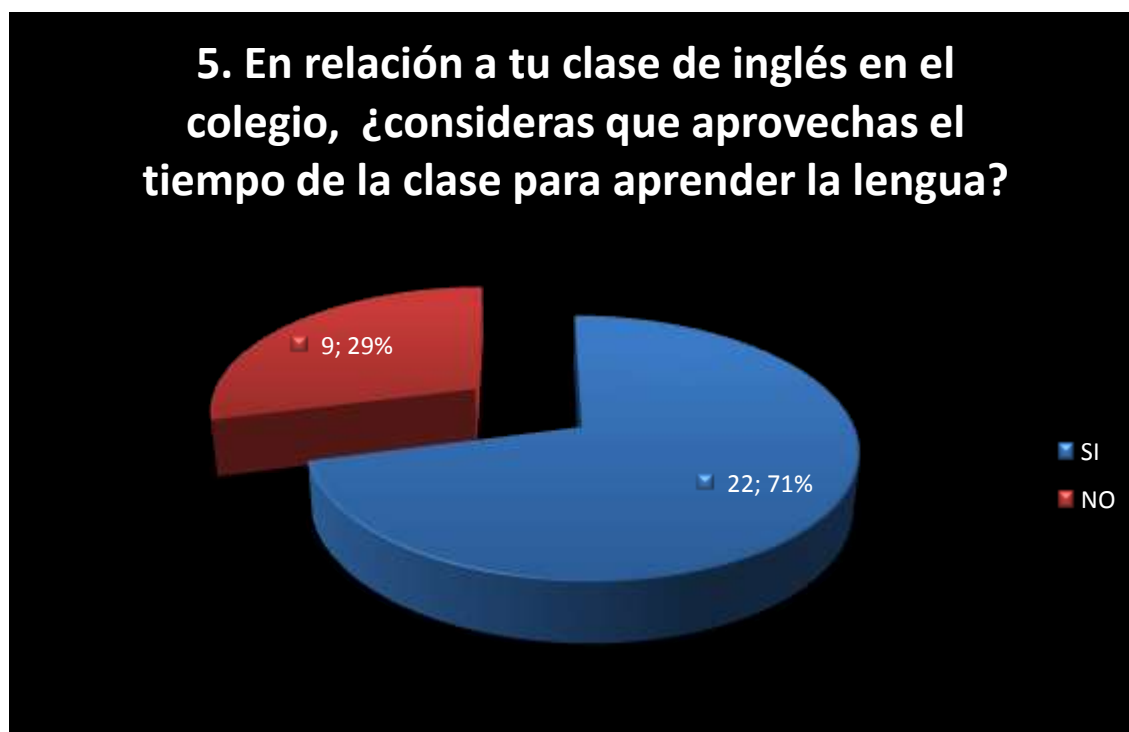
Question 4. ¿Cuál de éstos crees que sean los beneficios de aprender Inglés?		
Options	Number of answers	Percentage
a. Mejores oportunidades de trabajo	2	7 %
b. Mejores resultados académicos	0	0%
c. Comunicarse con personas que hablen ese idioma	3	10%
d. Entender la gran cantidad de información que se presenta en este idioma	2	6%
e. Todas las anteriores	34	77%

Figure 4. Result of question 4.



Question 5. En relación a tu clase de Inglés en el colegio, ¿Consideras que aprovechas el tiempo de la clase para aprender la lengua?		
Options	Number of answers	Percentage
a. Sí	22	71 %
b. No	9	29%

Figure 5. Result of question 5.



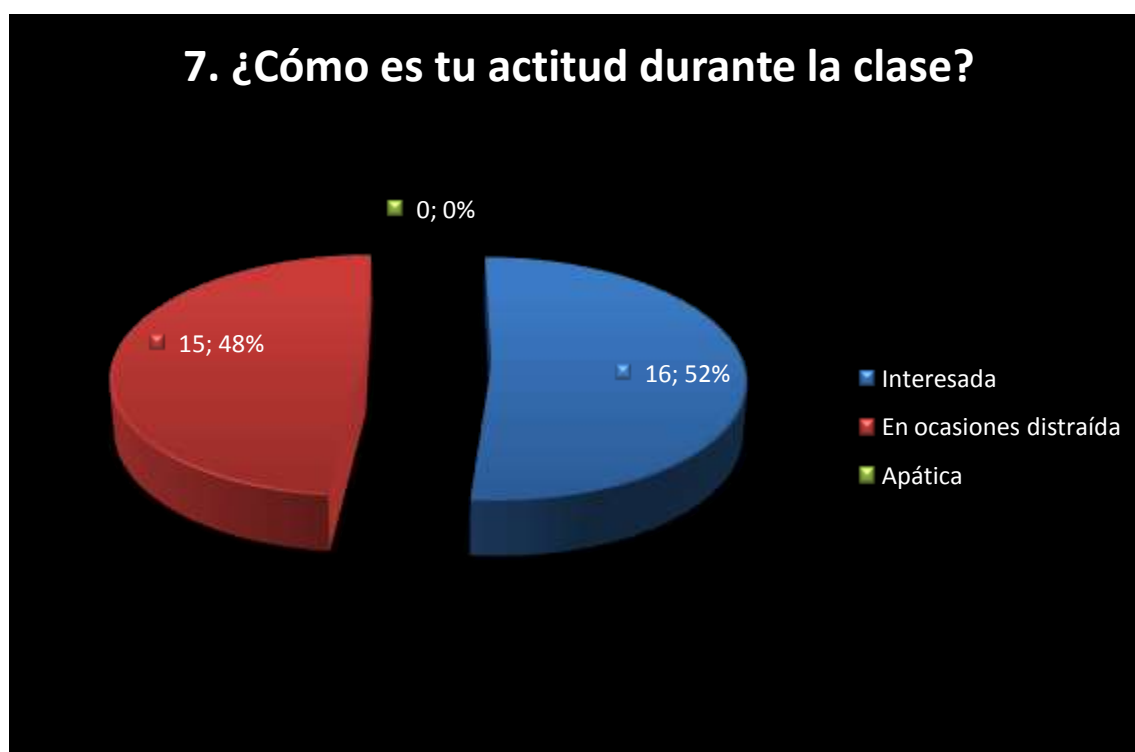
Question 6. Las actividades que desarrollas en la clase te permiten mejorar en Inglés:		
Options	Number of answers	Percentage
a. La lectura	8	26%
b. La escritura	5	16%
c. Ambas	18	58%

Figure 6. Result of question 6.



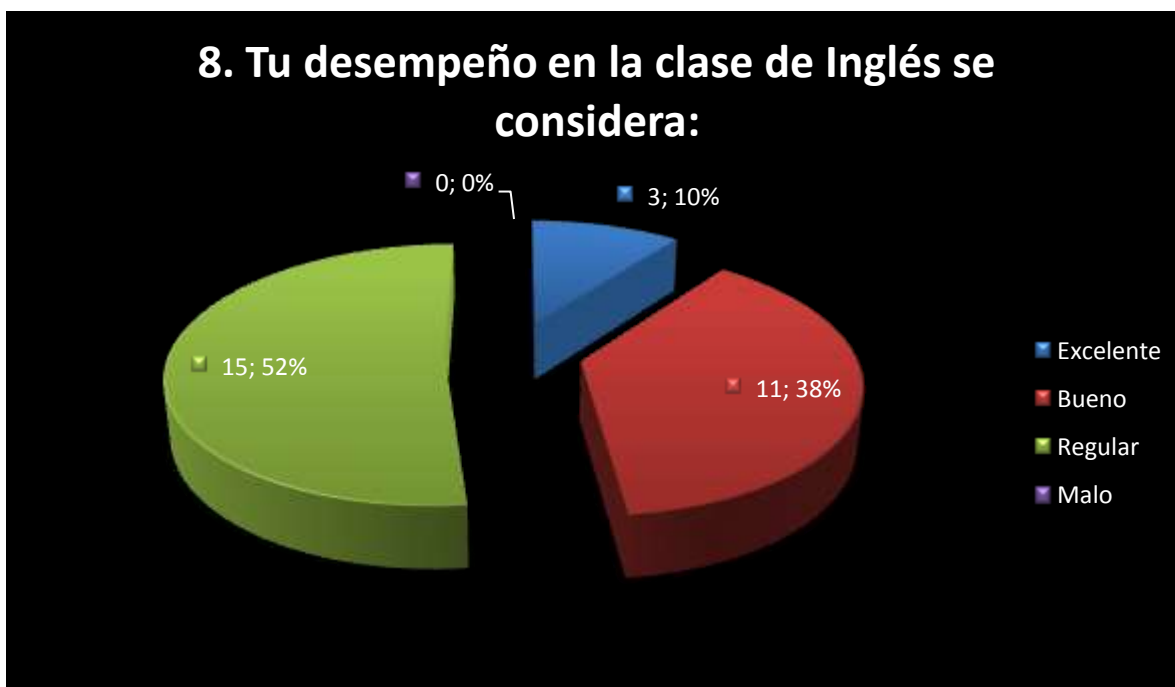
Question 7. ¿Cómo es tu actitud durante la clase?		
Options	Number of answers	Percentage
a. Interesada	16	52%
b. En ocasiones distraída	15	48%
c. Apática	0	0%

Figure 7. Result of question 7.



Question 8. Tu desempeño en la clase de Inglés se considera:		
Options	Number of answers	Percentage
a. Excelente	3	10%
b. Bueno	11	38%
c. Regular	15	52%
d. Malo	0	0%

Figure 8. Result of question 8.



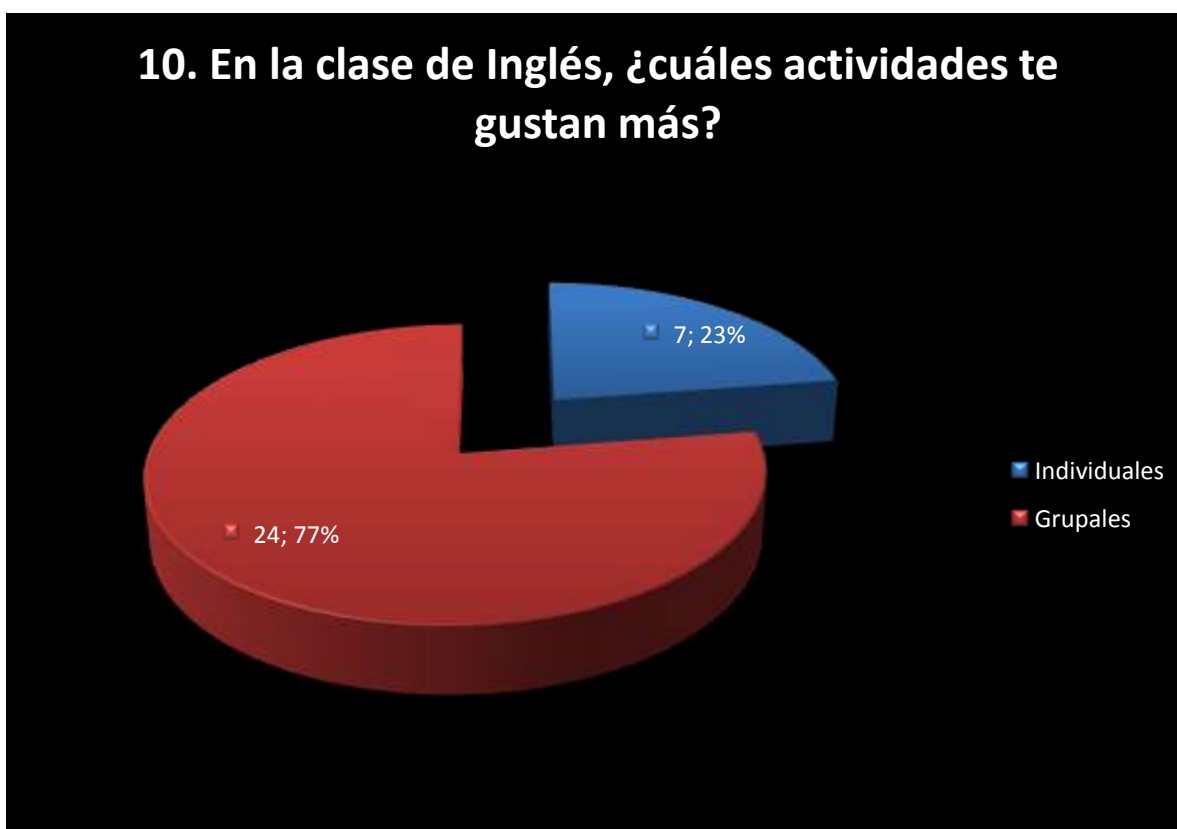
Question 9. El motivo de tu desempeño se debe a:		
Options	Number of answers	Percentage
a. Atención a las explicaciones	12	32%
b. Compromiso con las actividades	3	8%
c. Interés en las actividades	4	10%
d. Todas las anteriores	19	50%

Figure 9. Result of question 9.



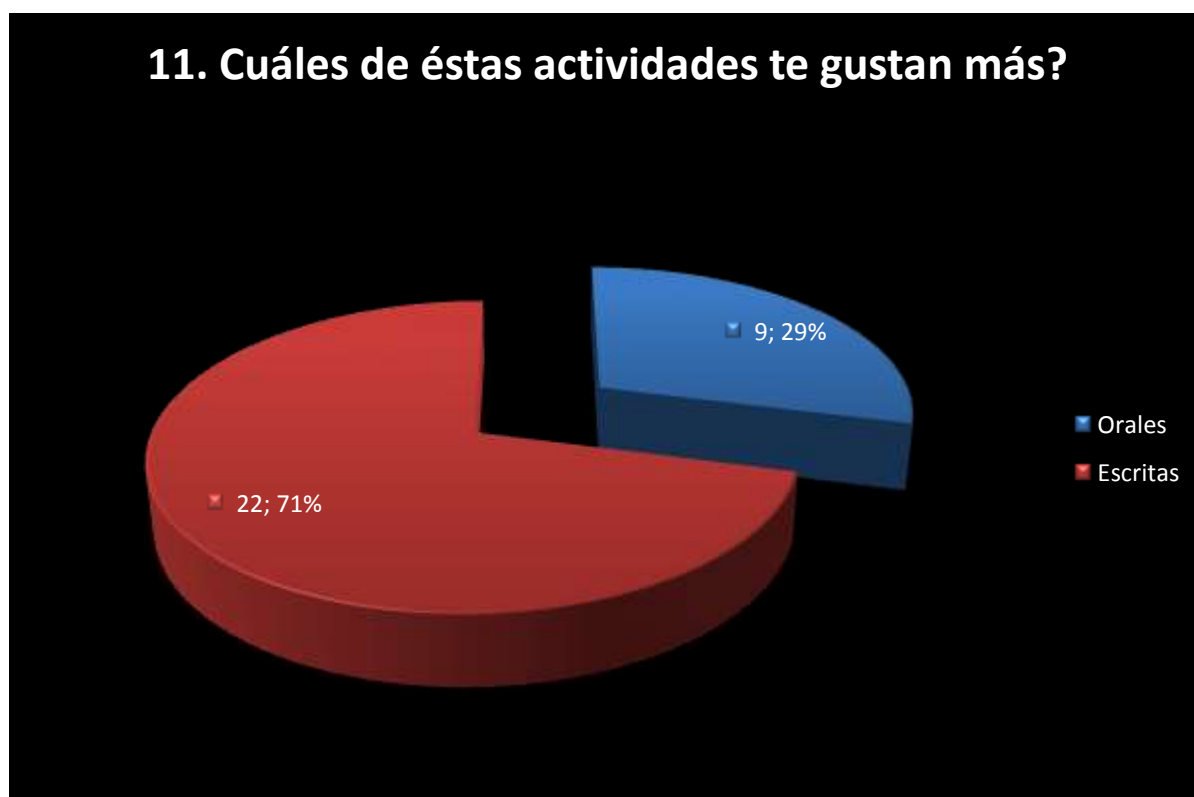
Question 10. En la clase de Inglés, ¿Cuáles actividades te gustan más?		
Options	Number of answers	Percentage
a. Individuales	7	23%
b. Grupales	24	77%

Figure10. Result of the question 10.



Question 11. ¿Cuáles de estas actividades te gustan más?		
Options	Number of answers	Percentage
a. Orales	9	29%
b. Escritas	22	71%

Figure 11. Result of the question 11.



The question 12 was an open one where students could answer anything about their preference and likes related to the activities they would like to do in the English classes. So the result, here presented, is a summary of what they said.

12. ¿Qué otras actividades te gustaría se desarrollaran en la clase?

Canciones en Inglés, obras de teatro, preguntas y respuestas... en fin, donde se pueda interactuar más con los compañeros

6.2.Students' Interview Results

This interview was directed to six ninth grade students in order to amplify the answers they gave in the questionnaire. The results show the students' opinions about English in general terms, how English is used in class, the methodology applied and the one they would like, their behavior and their personal learning environment related to the second language with the purpose of the teacher reflects about it and improve the teaching practice to enhance the students' learning.

N	Question of the questionnaire	Results of the questionnaire	Questions of the new interview	Answers
1	<i>¿Sabías que el inglés es la segunda lengua más hablada en el mundo?</i>	a. Si 100% b. no	<i>¿Cual crees que sea la razón de su importancia?</i>	<i>Five of the six interviewed students said that they know English is the second language spoken in the world and most of them relate its importance with the possibility of working, bearing in mind that Santa Marta is a touristic city so people here need to learn this language to communicate with foreign people who speak English.</i>
2	<i>¿Sabías que gran parte de la información que se</i>	a. si 58%	<i>¿Qué opinas de esto?</i>	<i>Most of the interviewed students knew that a</i>

	<i>encuentra en internet está en inglés?</i>	<i>b. no 42%</i>		<i>great amount of information they find in internet is in English because the majority of the creators speak in English; however they do not care about this inasmuch as they can use a translator.</i>
3	<i>¿Consideras que el inglés es una asignatura que aporta saberes importantes en tu vida?</i>	<i>a. Si 100%</i> <i>b. No 0%</i>	<i>¿Cuáles consideras que sean esos saberes?</i>	<i>Students are not aware of learning any interesting topic through the language; so they learn about the language in order to communicate with English speakers.</i>
4	<i>¿Cuál de éstos crees que sean los beneficios de aprender Inglés?</i>	<i>a. Mejores oportunidades de trabajo 7%</i> <i>b. Mejores resultados académicos 0%</i> <i>c. Comunicarse con personas que hablen ese idioma 10%</i> <i>d. Entender la gran cantidad de información que se presenta en este idioma 6%</i>	<i>¿Cuáles crees que sean esas oportunidades laborales?</i>	<i>Most of the students consider learning the language is useful to work in an international company, hotels and as tourist guides.</i>

		<i>e. Todas las anteriores 77%</i>		
5	<i>En relación a tu clase de inglés en el colegio, ¿consideras que aprovechas el tiempo de la clase?</i>	<i>a. Si 71%</i> <i>b. No 29%</i>	<i>¿Qué haces durante la clase mientras la profesora explica?</i>	<i>Almost all of the interviewed students said that during the classes they pay attention and do the activities; despite this, some of them are aware that sometimes they distract so their level of attention is low which avoid they do the activities in a correct way.</i>
6	<i>¿Las actividades que desarrollas en la clase te permiten mejorar en inglés?</i>	<i>a. Lectura 26%</i> <i>b. Escritura 16%</i> <i>c. Ambas 58%</i>	<i>¿Qué actividades te gustaría desarrollar en clase para mejorar la lectura?</i>	<i>Students would like to work in class about their favorite characters and interesting topics which led them know about vocabulary, games, round tables and asking and answering questions random, wordsearch and translate texts.</i>
7	<i>¿Cómo es tu actitud durante la clase?</i>	<i>a. Interesada 52%</i> <i>b. En ocasiones distraído 48%</i> <i>c. apática</i>	<i>¿Cómo demuestras tu interés en clase?</i>	<i>Most of the students said that they demonstrate their interest in the class when they pay attention and do the activities; however there were some students who said that they are aware about their bad attitude and it does not let them to get better results in the matter.</i>
8	<i>Tu desempeño en la</i>	<i>a. Excelente</i>	<i>¿A qué crees que se</i>	<i>Students consider that</i>

	<i>clase de Inglés se considera:</i>	<i>10% b. bueno 38% c. regular 52% d. malo</i>	<i>debe el desempeño regular de la mayoría de estudiantes?</i>	<i>the disturbance is one of the factors which not allow them to pay attention to the teacher's explanations and they took advantage of any excuse to disrupt the class.</i>
10	<i>En la clase de Inglés, ¿cuáles actividades te gustan más?</i>	<i>a. Individuales 23% b. Grupales 77%</i>	<i>¿Por qué crees que la mayoría de estudiantes prefieren las actividades grupales?</i>	<i>Most of the interviewed students think that during the group activities the partners help themselves. It means that they explain to the others who do not understand so they feel more supported.</i>
11		<i>c. Orales 29% d. Escritas 71%</i>	<i>¿Por qué crees que la mayoría de estudiantes prefieren las actividades escritas?</i>	<i>In mostly the students prefer the written activities because they are afraid of making oral presentations in English due to the not very good pronunciation which causes that their partners make fun of them.</i>

6.3. Teacher's Journals results

In order to improve her own teaching practice, the teacher carried out a written journal during eight classes. Right after each class, she analyzed it by reconstructing it in three stages: the descriptive, the comparative and the critical one. It means, she wrote about the most relevant aspects related to what happened, what students and the teacher did during the class. Then she reflected about the effectiveness of the methodology making a

comparison between what the theories said about the classroom procedures and what she did in the class. Finally she analyzed in a critical way the aspects that worked as they were expected, as well as those which did not work very well; in order to enhance students' learning.

Based on these teacher' reflections, she analyzed in each T. journal those positive aspects she could recover and apply during the next classes, as well as those which needed to be modified. In that sense, these are the results:

In the first one (T. journal 1) the teacher noticed that "most of the students paid attention; however there were some of them who were talking aloud interrupting the activity". Keeping into account that in the English class at the beginning of the school year most of the students seemed not to be interested in the class activities and sometimes they showed some inappropriate behaviors, such as the way they talked to their partners and the way they acted, it is important to note that this behavior has changed in both, students and in the teacher, as it is explained in the T. journal number 1 (appendix 3). The teacher noticed that the attitude she assumed in the class was reflected in her students. It means, when she arrived to the class angry or serious, the students attitude was apathetic. If she called for the students' attention she must shout at them in order they pay a little attention and the class was constantly a battlefield were the shouts, the calls for attention and worse the bad grades for the students' bad behavior prevailed.

When the teacher started to talk with her students about being and act as human beings things started to change. She explained that she was a person like them and she did

not like to shout at them and put bad grades so they need to demonstrate that their behavior could change. So the teacher explained to them a strategy for not shouting; it was raising her hand. Then, when they were shouting or doing anything different to the class activities she asked for their attention raising her hand, and the others who see her could do the same with the purpose of showing they get it the mean and help her to ask for being quiet. This strategy started to work the next classes, so the class environment was more pleasant and the teacher could explain the class without shouting her students for their attention. However there were some students who despite this strategy continue disinterested in the class, so they were constantly looking for the way to do something interesting and most of the time they were talking to their partners or disturbing them and interrupting the class.

Based on this reality and during part of the school year the teacher has noticed that the students need to do some interesting things in order to be busy. So the teacher thought that the students need to do something in class in order to avoid distraction and keep busy. So she considered they could make some oral presentations about a selected topic where they could explain it and at the same time, this could keep their interested in the class; in this way they wouldn't disturb their partners or talk in class. Unfortunately this strategy did not work very well because there were some students who did not pay attention so they did not understand what they have to do. It was maybe because the topic was not interesting for them or the way it was assumed did not represent any challenge to call their attention. Based on this stage, the teacher needed to think about a strategy to call her students' attention and keep them working on the class activities.

In the next class (T. journal 2) the teacher gave the students the worksheet 1 (appendix 5) where they must complete the sentences using the modal verbs which were the topic explained in the last class. As she knew most of the students did not have a clear idea about how to do the activity, she asked them to work in pairs where they could talk about their ideas and share their opinions about the topic regardless they did it in Spanish. So the teacher approached them to explain what to do and how to do it. This strategy seems to work in a better way since most of the students were working on the activity and the teacher could help them when it was necessary and they seem more comfortable getting support from the teacher and from their partners when they work in groups.

Despite this, the teacher noticed that there were students who were not working, it means, some of them chose a partner who did all the work while they are spectators and wait for the other finish as she noticed when she approached to each group and asked about their task. Then the teacher decided that she needed to look for the way the students work in groups but not with the same partners they usually work, so for the next time she would select the groups to work. Additionally to this, as the time of the class was not enough to complete the exercise in the worksheets, the teacher asked the students to do it at home although she was aware that most of them would not do it, because they are not accustomed to work alone, so she needs to think in the way the students can work and complete the activities during the classes.

As it was evidenced in this class, work in pairs is a good strategy to implement because the students are more interested in the activity and they can get the teacher's support. Then the following class (T. journal 3), the teacher asked the students to work in

pairs. Although she had thought in selecting them, she did not do it because the activity was in Spanish inasmuch as the students are more comfortable if they use their native language to communicate so she considered that they could work without any problem. However it is not the same when they have to write in English and even worse if they have to go to the board, so the teacher asked them about the sentences they wrote related to their duties, to write them in English and explain them at the board. Then the teacher invited some students to write their sentences and they did it at board. During this activity the teacher noticed that some students mock of the others when they make mistakes and probably that is the reason why some students do not feel comfortable doing it. So the teacher decided that the next classes she should emphasize about respect when the students participate and make mistakes and she could choose the pairs or groups and monitor their work in order to provide them assistance while they are working on the activity.

The following class (T. journal 4) the teacher started talking about the importance of being respectful and asking the students how to show it because it is important not only they know the theory about it but also the way how they could be respectful with their teacher and partners during the classes. Next in line the teacher selected the groups at random, and then she explained the activity and asked the students practice orally because she would ask them orally about it. This is the first time the teacher considers the students' likes, it means the topic is related to themselves and their favorite person so they seemed to be more interested, additionally it was a challenge to them to ask and answer questions in an oral way because they are not accustomed to do it; but when the teacher was giving them support and she explained that their interview would be presented only in front of the

teacher they seemed more comfortable. During this class all the students were anxious; they were talking and preparing their interviews, then the teacher started calling the prepared groups first and they did their interview while the teacher pointed them the roles, interviewer or character. Although the students sometimes supported on their notes, they tried to do a good job and the most important to highlight is that for the first time all the students seemed interested and were working during the class.

The following class (T. journal 5) the students were asked to work in the same groups of the last class, and complete the worksheet 2 (appendix 5) about the character they chose. Students seemed comfortable because the activities were in group and because they could chose one of their favorite characters, between them famous singers and soccer stars, (appendix 6). Although the instructions were clear, the teacher could not offer them the enough support because the class finished before, so she had to ask students to complete the activity in their houses in order to continue the next class with the following parts of the worksheets.

As it is October the school year will finish soon, so most of the students are lazy and they take advantage of any abnormality not to go to class. In the journal 6 we can notice that it is one of these unusual days: students started classes at 7:30 (they usually start at 6:30) because there was a meeting with their parents. This was the reason why the teacher arrived late to the classroom; however the students were near and they came into the class when they saw the teacher. Additionally to this, there were a big deal of students in the school yard waiting for the teachers to start classes and they were making a lot of noise. Despite all this, the teacher explained what the students had to do and they were

concentrated working on their tasks while they did not realize that the time of the class had finished and they could go out to take the break, so after 10 minutes the teacher had to say it; not before reminded them that they had to read the text and to fill in the box two in their worksheets (what I did not know?).

It was the first time that students worked concentrated in an activity. This demonstrated that they can work during the English class as long as the topic and the tasks are meaningful for them, as they were in this activity. So for all the English classes the teacher needs to prepare more meaningful activities to call the students attention and provide them opportunities to learn and communicate while they do the activity. In this way students are engage in the class and do not disturb the others.

The next class (T. journal 7) showed that due to the last two unfinished classes the teacher had not checked students' advances about the topic, so during this class she decided to do it. While the teacher was approaching to each group she asked them about the extracted ideas and the part of the text where they took them with the purpose of being sure they had read it. Most of the students had written the ideas with their own words as it was asked, however some of them had written the text exactly, so the teacher asked them to do the task again. Once again the class was interrupting and the teacher had to leave her students alone, then she asked them to finish the activity and to correct it while she returned. The purpose of this class was that students interchange information with the other groups who had the same information; however this did not happen because the teacher did not explain the instructions before she was interrupted. So when she came back she noticed that some students finished the corrections she asked while there were some of them who

were doing any different activity. Based on this stage it is necessary students know all the instructions at the beginning of the class in order the students to work alone if the teacher is absent. The class finished five minutes after that and the teacher asked students being prepared for the oral activity for the next class where they could share their notes.

Bearing in mind that most of the students prefer to work in groups, this activity was designed in this way, so that the students could share their experiences and could get the support of the teacher. Despite this, working in groups is possible only during the classes because most of the students do not met outside the school, maybe because they are busy or because of the insecurity in the neighborhoods around the school. So during the class is the time they work.

Finally as it is observed in the class registered in the journal 8, the students could share their ideas orally, they read what they have written about their favorite person and they share the information from the three boxes: what I know? What I did not know? And what I want to know?

Sharing the information that students had about their favorite person was a challenge for them, it seems like a competence where they could show that they could read and understand to extract more information as it was possible, so this was the most exciting part of the class and they do it in an oral way based on their notes.

- Considering the research questions: how does the teacher's reflection improve her own teaching practice?, how does the teacher's reflection about her own practice affect students learning process? And how does the students' attitude towards the

language affect their learning? we have noticed in these journals that the teacher not only prepares the classes and carries them out to the practice, but also, she reflects critically and improves her teaching practice. Through her reflective journals she is aware of those methodological aspects she can apply constantly because they work in a good way, or those which she needs to reconsider in order to get better results related to the students' learning and motivation to learn the language.

6.3.Students' journals results

Focus on registering the students' learning progress during the English class, the teacher asked some of them to write a journal. Ss journals 1, 2 y 3 were first journals students wrote at the beginning of this research. They show that during the classes there are some students who take advantage of any situation to disturb the partners and promote disorder, as it happened during the oral presentations when a student said a nickname (appendix 4, Ss journal 1). This behavior of mockery and sabotage is constant in most classes, and English is not the exception because some students make fun of their peers' pronunciation (Ss journal 2) so the teacher has to call the attention constantly and this causes that many students do not like to make oral activities.

After a while, in the Ss journals 4, 5, 6, and 7 students reflect a change of their behaviors and the methodology teacher applied in class, in them students express their motivation for the class activities where they read and develop tasks related to their favorite person (see students' journal 4). Additionally to this they realized that things had changed, it means that all the students were working in the class and the attitude had improved notably. (Ss journal 5 and 6). Finally in the Ss journal 7, the student comments that he feels

better since he has a student support. It means students support is one of the teacher strategies to help those students who need a kind of reinforcement.

Comprehension is an internal process that occurs inside the mind (Farrel, 2009), in a similar way, learning English is assumed; but as teachers, we can observe it when students develop an activity that involves knowledge and the communicative competence. In that sense, the teacher was reflecting after each class and making some changes bearing in mind the students preferences and likes and the strategies to enhance students' learning such as classroom interaction where students have to use the language to communicate their ideas in an oral or written way.

7. Analysis of the results

Despite the great deal of theories about teaching English, the teaching practice is a new trip every day. So we prepare our classes, design and organize the activities we are going to do and we suppose they are great and meaningful for our students because they are based on theories and approaches developed by experts. However, during our classes sometimes we realize that we do not obtain the expected results. So, as teachers, we constantly ask ourselves: What was wrong? Why were not the expected achievements reached? How can we keep our students interested in the class and working during the class-time? How can we achieve all the objectives in the class? This is the reason why teacher reflection is so important as it is stated by Booth (2011), Boud , Keogh and Walker (1985), Dewey (1910), Farrell (2004), Schon (1983), and Zwozdiak-Myers (2012) among others.

Based on this puzzle of classroom questions, this research emerged in order to improve the teaching and learning processes in an English class. So, in consonance with the results the teacher got with all the instruments used, there are some conclusions; these are related to the students' preferences and needs, lacks, methodology, activities and students' learning.

According to the survey's results (question 1) all the students said that they know English is the second spoken language in the world, and in the interview (question 1), they were asked about its importance which they related to work.

These results demonstrated that students do not know about the true importance of learning the language, or its magnitude, which goes beyond just speaking it, since most of the students consider that learning the language is learning about grammar rules and that is enough to communicate. However, as teachers, we know that learning about grammar is necessary to learn the language, but it is not the only aspect to consider in order to develop the communicative competence as it is stated by Hymes (1966). In other words, although students recognize the language as a vehicle of communication, they are unaware of the development of the communicative competence as it is defined by Canale (1983), Hymes (1966), Savignon (1983) and Widdowson (1983) among others, which implies the ability to use the language in different context in order to communicate and interact with others either in written or in oral form in an effective way.

In the survey (question 3) students answered that they know English provides important knowledge, however in the interview (question 3) where they were asked about the knowledge they can acquire, they said that it is related to communicate with foreign people; and regarding the benefits of learning the language (survey, question 4), they are aware that language is important, however in the interview (question 4), they consider the profit of learning it is only associated with tourism.

It means, considering that Santa Marta is a touristic city, many visitors come from different parts of the world, and a great number of them speak English, so students suppose they can communicate with these people only at the future if they work in hotels, international companies or as tourist guides. This perception students have about the use of the language reflects one of the aspects of the dichotomy posed by Gardner, Lalonde and

Richard (1985), the instrumental orientation, that is the desire to learn a language in order to attain certain career, educational or financial goals.

Additionally to this they realized that almost all the information in internet is in English and they need to use it for academic purposes (survey, question 2), however they are not worried about this because they can use a web translator (interview, question 2), so they think that they do not need learn the language to develop their academic homework. In accordance to this, students do not contemplate that they can acquire different knowledge when they learn the language, as it is stated by Halliday (1993) “learn the language, learn through the language and learn about the language” (p.113), since they consider that learning English is just learning about grammar and that is all.

On the other hand, we can observe here that the students' context plays an important role since it influences their point of view related to the importance of learning the foreign language. Most of the students consider English not as a priority need in the scholar environment by reason of it is not a requirement to communicate; so they use their native language to do it, and everything they learn is in Spanish; besides this if they need English at the future, at work, it will be related only with tourism.

In this sense Scherer (1998), quoting Kohl (1964) stated “students live in a historical situation, in a social, political and economic moment. Those things have to be part of what we teach” (p. 10). According to this and based on the results of a need analysis report the English teacher did last year in this school, students needs are related with reading and writing since they need to develop more these abilities considering that their

most immediately target language is to use English to get a good grade in the exam called PRUEBA SABER 11. It is the reason why students were asked about the activities they currently do in the English class, reading and writing (survey, question 6), and they recognized that those activities led them to improve their English level. Additionally to this they were asked about the activities they would like to do to enhance the reading (interview, question 6) and about the methodology to work (survey questions 10 and 11), so as to keep into account their interests and likes in the design of the activities. Based on the survey results they were asked about their preferences related to group and writing activities (interview, questions 10 and 11). In relation to group activities they said they feel more comfortable and regarding Chafe (1998), students work together in groups to reach common goals.

This information about students' needs, likes and lacks was keeping in mind when the teacher prepared her classes as it is observed through her T. journals (appendix 3); additionally to this she registered in them a critical reflection after each class where she analyzed some positive aspects to consider working in the next classes, as well as some aspects which could be improved. In accordance to this, in the T. journal 1, when the teacher expressed that "most of the objectives were accomplished", she is talking about the development of the activities proposed, that is, students do the activities proposed. However, there were some aspects to improve such as "the attitude of some Ss who was not the best during the class. This means some of them are not interested in the class so they are disturbing the partner or talking all the time. Also, T perceived that most of the Ss do not

feel comfortable with oral presentations, so it is necessary to think in a different strategy to keep Ss interested and working in the class”.

Through our teaching experience we know that the students' attitude to learn the language is directly related to their behavior and affects their performance, as well as their motivation to learn the language; so as Gardner (2005) states “...motivation (as well as ability) can play an important role in learning a second language” (p.10); in that sense, we have the responsibility to make a favorable classroom climate to enhance the students' language learning. Then regarding the students' behavior, it was evidenced in the survey (question 5), about the use of the time to learn the language, that the 71% take advantage of the class time, and the 29% recognized that they do not pay attention and they are talking or disturbing the partners all the time, as it was found in the interview (question 5) where some students accepted that they are part of the distraction and this affected their level of attention and it is followed by their low academic performance. This uncomfortable situation is observed by the students too, since one of them wrote in his journal “en mi curso no siempre todo marcha bien ya que la seño no se puede distraer porque se forma el desorden por unos cuantos compañeros” (S. journal 1).

Similarly when they answered the survey (question 7) about their attitude during the class, the 52% of the students said they had an interested attitude, while the 48% were distracted, and according to their answers in the interview (question 7) some students' bad attitude do not let them obtain better results as it is noticed in the outcomes of the survey (question 8), the 52% of the students have a regular performance, which means that they only achieve the minimal goals for their level; in that sense, in the interview (question 8)

students were asked about the reason of this low performance and they answered that the disturbance is one of the factors and they take advantage of it to do not pay attention to the teachers' explanation. This situation was clearly observed in the S. journal 1 "...y hubo un compañero que se perratió la exposición por un mal comentario ..."

In accordance to Gardner (2005), learning a second language has many advantages; however, when it is not absolutely necessary to communicate, as in this case, the students need motivation to learn it. But this motivation is affected by many factors such as the teacher, the context, the content, the materials, the students' behavior and attitude, as well as the individual language learning motivation. So the teacher reflected critically about what were the factors that avoid all the students participate in the activities? Why do most of them not show any kind of motivation to work in class and learning the foreign language? This implied that the teacher needed to change many things in the classroom in order to improve students' intrinsic motivation to learn the language as it is stated by Deci (1975) cited by Brown (2001) "intrinsically motivated activities are ones for which there is no apparently reward except the activity itself...". It means teachers need to design some activities to improve students' language learning motivation, as well as classroom learning motivation; with the purpose of students participate not only to get the grade, but also improve the language learning. In other words, "...to motivate and stimulate students and to transform their classrooms into effective laboratories for learning, teachers will employ a variety of teaching strategies ... (Sullivan and Glanz, 2005, p.41).

Based on this, the teacher started implementing the first teaching strategy in this context; it was "Establish some standards of living to improve the scholar climate". At the

beginning of the school year the attitude of almost all of the students was undesirable for all the teachers, that is, the constant indiscipline was one of the factors that most affected the learning of any subject in this school and the English class was not the exception.

Regarding Knights (cited by Green, 2011, p. 16) "... you also need to think about how enthusiasm and understanding can be evoked in your students, and how you can introduce them to the processes and practices of the subject in increasingly complex ways"; it was necessary the teacher carried out some actions to improve this unfavorable condition for the students' learning. One of them was to talk to her students and they agreed some behavior standards in order to make the development of the class possible. . "Now she talks to her students about be an "educated person" this means specific standards to improve the scholar environment such as: don't shout in the class, pay attention to the explanation, be quiet when it is required, don't interrupt when other is expressing his/her opinion and so on. All these standards are remembered every class" (T. journal 1)

One of these rules was the signal to begin the class, it was the teacher raises a hand and the students keep quiet and pay attention to the teacher's explanation "now most of the Ss pay attention, although they talk too much, they are quiet when T asked it" (T. journal 1). At this point it is important to recognize that not all the students yet, but most of them have shown a positive change; however there are some students who do not respect the rules and are always disturbing the class as it was mentioned before.

Then considering that Browns (2001) went beyond intrinsic motivation and stated that it is not the exclusively factor that affect students' learning, it means, students need

opportunities to use the language to communicate in order to develop their communicative competence and being more independent of external rewards.

In that sense when students were asked about their preferences associated to the methodology to work in class, individual or groups, most of them declared in the interview (question 10) that they prefer the group work because they feel some support with their classmates. And regarding the oral or written tasks (question 11) in the survey and in the interview they said that they prefer the written ones because in these ones the other students cannot make fun of their pronunciation.

In line with these results and reflecting about the last activity (the presentations) which was not meaningful for most of the students because they do not use the language to communicate; the teacher noticed that the methodologies, the kind of activities, as well as students' interests are the most important aspects to consider when she designing an activity for her students.

Then bearing in mind that the main purpose of teaching a language is that the learners develop their communicative competence (Canale, 1983) while they work and develop the activities, then these have to be meaningful for the students.

In other words, the activities must be related to interesting topics (according to the needs analysis, Hutchinson & Waters, 1987), where students have to do something challenging and entertaining after reading where they demonstrate their learning and comprehension of the topic since according to Farrell (2009) "the comprehension process

happens inside our heads and so remains hidden from us" (p.13), so teachers need to verify it through the implementation of tasks that involve the others communicative skills.

As stated by Brown (2001) "...interaction is, in fact, the heart of communication: it is what communication is all about" (p.165). So with the purpose of enhancing the communicative skills, the teacher has to provide students opportunities to interact with the others as well as with the teacher through working in groups (Chafe, 1998) and while they are participating in the social interaction (Vygotsky, 1978) they are learning about any interesting topics, as well as about the language itself (Halliday 1993).

In that sense, the teacher proposes some activities designed regarding the students' interests (survey question 6, 10 and 11) and including some methodological strategies which provide them opportunities to interact with the others and develop the communicative competence. These changes were reflected in the T. journal 2:

"Keeping into account that one of the major drawbacks Ss have is to be quiet and one of the purposes of learning English is to communicate, and this process is social by nature, then T thought in a strategy to enhance students' oral communication. It was pair group. Although Ss are not experts using the second language, they seem feeling more comfortable when they try to speak in English with their partners instead of speaking to all of them"

In the T. journal 3 the teacher noticed that although the activity she designed to her students implied that students work in pairs and write their ideas at the board, most of them do not participate at the board" ... because they think they could make mistakes and the

others could mock. So for the next activity, T could emphasize about the respect when Ss participate and make mistakes, she could choose the pairs or groups and she could monitor their work in order to provide them assistance while Ss are working on the activity” and at the same time, she can provide them a positive feedback with the purpose of enhancing their intrinsic motivation (Bruner, 1962; Maslow, 1970), as it is pointed out by the teacher, “Besides this, it is noticed that Ss enjoy working in groups where they can exchange their ideas and also it is easier for the teacher give more attention to the groups who require her help” (T. journal 5). Some changes are evidenced here, they are related to the teaching methodology, from individual to group work, which enhance the students’ interaction and motivation to learn the language, as well as the teacher support for their learning.

Taking into account these considerations, the teacher and her students started the next class talking about respect and how they could show it during the English class and the students promised to accomplish these rules. Then the teacher selected the pairs of students to work because she wants to ensure students’ active participation, as well as, letting students take advantage of the class time and improve their skills while they are doing something interesting.

These changes, derived from the critical reflection teacher did after each class, were reflected when the teacher wrote “...this activity was successful since all the students were engaged in it and they were interacting during the class while they were preparing the questions and the answers about their favorite person...” (T. journal 4). Additionally to this the teacher gave students a better support and they felt more comfortable while she provides them self-confidence as it is observed by one student “...Cuando tenemos alguna

duda la seño se nos acerca y nos explica nuevamente...” (S. journal 3). In this case the old instructive role of the teacher has changed, now she provides students opportunities to interact among each other, as well as she enhances students’ interaction with the teacher in order to establish a better and constant act of true communication in the classroom.

Based on this, the following activities developed in the classroom were designed considering the students’ needs, likes and lacks as well as to promote the students interaction, and provide them opportunities to develop the communicative competence, as it is established by Vygotsky (1978) in the sociocultural theory, “learning awakens a variety of internal developmental processes or strategies that are able to operate only when the learner is interacting with people [and the teacher] in his environment and with his peers...” (p.90)

As Orlich, et al., (2010) stated “with experience you can sort out strategies that work well for specific topics and student groups” (p. 5). So keeping into account these theories, the students’ context and the teaching strategies defined above, the teacher was “discovering the magic formula to enhance her students’ English learning”, it was designed an activity according to the students’ likes (their favorite character), where they have to develop a meaningful activity, it means they have to write about what they already know, what they did not know before reading and what they would like to know, as it is pointed out by the teacher “Then they completed the chart in their worksheets in order to apply reading strategies. The chart was divided in three sections. In the first one, What I know? Ss completed it with what they know about one of the four characters they selected. This activity promoted the activation of background knowledge” (T. journal 5). This teaching

strategy not only call for the students' attention but also it promoted students' participation and learning as it is stated by one of the students (S. journal number 4) "...luego nos dio unos temas de lo que había explicado el jueves anterior y me pareció bacano porque hablaba sobre personajes, bueno y tocaba hacer una actividad sobre eso, tocaba hacer preguntas, lo que sabíamos del personaje, lo que no sabíamos, lo que queríamos que pasara, luego lo desarrollamos en clase...". About the same class another student commented (S. journal 5) "me sorprendió que todos nuestros compañeros nos desempeñáramos en el tema y nos concentráramos en la explicación y desarrollo de la actividad"

This meaningful change of the students' behavior is not only reflected in their participation in the activities but also in their attitude and motivation to learn. In relation to this the teacher wrote:

"It is a pleasure to realize that there have been positive changes in the students' attitude related to the English class. One of them is about their behavior. Months ago Ss did not show respect when the class started. They continued talking and doing anything they were doing without taking into account that the teacher has arrived to the classroom so T had to shout to ask them to be quiet and pay attention. Today fortunately the situation is different, at least in the English class. When the teacher arrives and raises her hand, Ss keep quiet and pay attention during the explanations" (T. journal 5).

As well as in the S. journal 6 where a student wrote

“...bueno la clase de Inglés en el 2 y 3 periodo me parecían súper aburridas las clases; pero, claro eso era porque no entendía y mucho menos no prestaba ni pio de atención; pero, ahora en las dos últimas clases me gustó mucho una actividad que hizo la profesora...”

Related to the changes in the students' motivation to learn, the teacher wrote “.... Although most of the Ss from other courses were going out to the yard, the ninth grade Ss were working until the T asked them to go out because the time of the class has finished since 10 minutes. This demonstrates that if Ss are engage in activity they like, they do it”

On the other side, students' learning was enhanced since they participated in authentic activities (Brown, Colins & Duguid, 1989) where they demonstrated a better understanding of the foreign language since they used it to:

1. Express their own ideas, “Then, T asked Ss to think about what things they need to do in order to accomplish those duties. In this sense, T gave two examples of how to achieve those goals using future with going to. Then some Ss went to the board to complete the sentences using future with going to”(T journal 3). As it is noticed here, Ss demonstrated that they were able to write their own ideas to complete sentences following the teacher example.

2. Comprehend written information, “Once again Ss read what they wrote and showed the part of the text where they extracted the information” (T. journal 7). This showed that Ss are able to identify the part of the text where they found the information after they read and argue their answers based on the text.

3. Extract the main ideas and rewrite them with their own words, “T noticed that some groups had copy exactly what they found in the text so she asked those groups write the same but in their own words” (T. journal 7). That is, Ss paraphrased the text, as it is pointed out by the teacher, “And the most important thing is that they can express their ideas in their own words” (T. journal 7).

4. Share information, “This activity was successful since all the students were engage in it and they were interacting during the class while they were preparing the questions and the answers about their favorite person” (T. journal 4). Referring to ask and answer oral questions about themselves and their favorite person, a student commented “...esta vez sí le presté buena atención porque me pareció bueno ese tema, descubrí más mis capacidades en Inglés...” (Ss. Journal 4).

According to this it seems that the pieces of the teaching puzzle make sense. That is, it is necessary the teacher rethinks constantly about the class, the methodology, the activities, the time, the students' likes, the context and even the way she teaches and the way her students learn. In words of Brown (2001) there is complexity in teaching English, it refers to teachers having to take into consideration “who your learners are, where they are learning and why they are learning” (p. 86). In this sense, as teachers, we are called to redesign our own teaching practice, so at the end of the class is the time to do it. In other words, after each class the teacher has the opportunity to reconstruct the class and reconsider all the good aspects and those which did not work as it was expected in order to improve it and also enhance her students' learning as it is stated by many authors like

Booth (2011), Boud , Keogh and Walker (1985), Sellars (2102), Richards (1991.) and Zwozdiak-Myers (2012).

As it is noticed during these journals, teaching is not only the previous stage where teachers design the path to follow, it is more complex since it implies the constant changes we have to do during the teaching practice in order to make our labor more efficient, as it was quoted by Van Lier (1996) the contingency in classroom interaction, where the teacher has to take decisions during the teaching process which were not planned but they are necessary at the moment. So teaching reflection, in or on action, is the way to improve our teaching practice. When the teacher reflected about each class she realized some positive aspects she could continue applying and those which were necessary to reconsider in order to improve her students' motivation, as well as their learning of the foreign language.

In this order of ideas, the teaching practice is not a finished work considering the integrality of the language (Freeman & Freeman, 1998), in other words, it requires a previous stage of planning, where approaches, theories, methodologies, techniques, activities, tasks, materials and resources converge with the purpose of developing the teaching and learning processes in the classroom. Besides this, there are many factors that influence the development of these processes such as the students' needs and likes, the context influences, as well as the pedagogical practice itself: how the teacher approaches the planning stage in action (during the class) and how this teaching practice can be enhanced after the teacher reflection, in words of Schön (1983) reflection in action and reflection on action. This is a later stage, where the teacher analyzes the previous stages, critically in order to make changes to all these aspects that affect the teaching and learning

processes. In this sense the teaching practice is a cyclical process where the teacher's reflection is a priority and unfinished stage.

8. Conclusions

“The object of teaching a child is to enable him to get along without a teacher”

Elbert Hubbard (1856 -1915)

The aim of any teaching process culminates in the students' learning. As we can observe, nowadays teachers face many challenges related to learning and teaching processes and they motivate us to carry out actions to improve our students' learning, so this implies to make changes which probably work or probably do not, but we have to try again and again until we can find “the magic formula” to make possible our students learn the language and use it to communicate in an effective way. In this path, at the same time we look for the way to do this, we are enriching our own teaching practice and becoming better professionals. This is the reason why we make classroom research.

The initial purpose of doing this research was to improve my students' learning of the language. It was, at the beginning, a very complicate puzzle because there are many reasons why students apparently do not like English so they are not interested in learn it. Besides this, there are many constraints which make my labor almost impossible every day. However despite them there was a light in the dark. It means I started to think about my own teaching practice. It was really good for my students? Did it accomplish my students' needs? Did I take my students' likes into account? Did it enhance my students learning of the language? Did I provide my students opportunities to improve their communicative competence? These were some of the questions which moved me to evaluate my professional practice. This carried me out to inquire about teaching reflection and how this teacher's reflection about the teaching and learning processes can enrich my own

professional practice, as well as, enhance my ninth grade students' learning of English in I.E.D. Jackeline Kennedy?

It was not easy to look inside, considering that the eyes are accustomed to look outside. It means that it is not usual to analyze our own professional practice. As a teacher I used to prepare my lesson plan, the activities to carry out and prepare anything I consider I would need during my class, all this with the objective of making my class the most spectacular English class for my students. Bearing in mind that this preparation was based on approaches, theories and methodologies developed by experts and it was supposed that they have to work perfectly. However the reality was not the one I expected. I mean most of the times my students did not pay attention to the class, some of them were disturbing their partners all the time and they did not care about learning English. This was a frustrating stage in my professional career. What I did was not enough to fill my students' expectations. I did not achieve the expected aims with my students. They did not learn the language to communicate as it is required. So I was applying different methodologies, resources and strategies but they seemed not working. Finally my tutor showed me a way. It was teaching reflection.

Then I started to inquire about it and how I could carry it out. After reading about some authors who define it and show the advantages to do it, I started my own teaching reflection using teacher journals where I registered the most important aspects happened in the classroom. After the class I read the notes and I reflected about the classroom events, then I started to have another overview about my own class, a more critical one.

At the beginning of the school year I observed many unfavorable things like my students' bad behavior, lack of interest to develop the class activities, lack of motivation, little participation, little understanding of the topics and little language learning reflected in the incomplete tasks. After my tutor suggested me to make teaching reflection, I started to reflect critically about the approaches, methodologies, resources and even my own attitude. I noticed that there were things that, despite the theories, it was necessary to change in my class. I started changing my attitude with my students and it was reflected in their attitude. It was as a mirror! Then I reflected on everything that happened in the classroom like my students' attitude, their behavior, their interaction, the resources and materials, the kind of activities, the way they prefer to work and so on.

While I was analyzing every aspect that affects my students' learning, I noticed that most of my students:

- do not like individual work, they prefer group work
- are afraid to go to the board
- are able to develop the activities when the teacher gives support
- like reading only about interesting topics for them (sports, famous people, and so on)
- prefer written activities rather than oral ones
- like challenging tasks

Based on these findings I was making some changes in the class, so I started to implement everything I know is favorable to propitiate a motivating classroom environment, as well as enhance my students learning; so I put into practice some rules for

the class, I designed some activities that involve their interests, I provided them challenging tasks where they have to interact with the others and I gave them support while they were working; then I found the way they feel comfortable to work. At the same time, while students were developing the activities they realized that they can learn not only grammar through English but also about everything they want to know.

Now I ask myself about how the teacher's reflection about the teaching and learning processes enriched my own professional practice, as well as, enhanced my ninth grade students' learning of English in I.E.D. Jackeline Kennedy? And I can certainly say that everything teacher do in the classroom affect her students in a positive or a negative way and students need a motivating classroom climate to enhance their learning. Now I can say that teaching reflection is "the magic formula" because it can not only improve the teaching practice but also enhance students' language learning. It is the missing piece of the puzzle I was looking for.

9. Suggestions

Based on the results obtained in this research there are some suggestions to consider for further inquiries related to teaching reflection in order to have a clear path to follow and take advantage of the weaknesses of this work. In this sense, the recommendations are:

- Group work is an excellent methodology to promote students interaction, however the teacher has to take into account the students weaknesses and strengths in order to make homogeneous groups.
- The teacher's role is to give support to the students, in this way the teacher has to monitor constantly the students progress, without evaluate them all the time, in order to help those students who need a kind of reinforcement.
- The time of the English classes is not enough to develop the programmed activities so the teacher has to consider this constraint and prepare activities where students continue working outside the class.
- It is really important to make an analysis of needs of our students in order to work according to them to enhance students' motivation to learn the language
- The activities students do must be meaningful, it means, activities where they use the language to communicate their own ideas.
- It is necessary students know all the instructions at the beginning of the class in order they to work alone if the teacher is absent.
- The teacher needs to provide students activities and opportunities to interact with the others.

- The best way for students improve their attitude is changing the teacher's attitude since we are their mirror and they learn everything we do, even the bad ones.
- Reflect critically about our teaching practice is not as easy as it seems but it is possible to do it with the purpose of improving our teaching practice as well as enhance the students' learning of the language.

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APPENDIXES

Appendix 1**SURVEY**

Apreciado estudiante del grado noveno:

El objetivo de esta encuesta es conocer tu opinión acerca de algunos aspectos relacionados con el inglés. Tus respuestas se tendrán en cuenta para reformar la clase de inglés de acuerdo con tus intereses; así que, siéntete libre de contestar las preguntas.

Lee atentamente las preguntas y marca con una x la opción que prefieras. En algunas preguntas más de una opción es posible:

1. ¿Sabías que el inglés es la segunda lengua más hablada en el mundo?
Si _____ No _____
2. ¿Sabías que gran parte de la información que se encuentra en internet está en inglés?
Si _____ No _____
3. ¿Consideras que el inglés es una asignatura que aporta saberes importantes en tu vida?
Sí _____ No _____
4. ¿Cuál de éstos crees que sean los beneficios de aprender inglés?
 - a. Mejores oportunidades de trabajo
 - b. Mejores resultados académicos
 - c. Comunicarse con personas que hablen ese idioma
 - d. Entender la gran cantidad de información que se presenta en este idioma
 - e. Todas las anteriores

5. En relación a tu clase de inglés en el colegio, ¿consideras que aprovechas el tiempo de la clase para aprender la lengua?

Si _____ No _____

6. Las actividades que desarrollas en la clase te permiten mejorar en Inglés:

a. la lectura _____ escritura _____ ambas _____

7. ¿Cómo es tu actitud durante la clase?

Interesada _____ en ocasiones distraída _____ apática _____

8. Tu desempeño en la clase se considera:

a. Excelente b. bueno c. regular d. malo

9. EL motivo de tu desempeño se debe a:

- a. Atención a las explicaciones
- b. Compromiso con las actividades
- c. Interés en las actividades
- d. Todas las anteriores

10. A. En la clase de Inglés ¿cuáles actividades te gustan más?

- a. Individuales
- b. Grupales

10.B. ¿cuáles actividades te gustan más?

- a. Orales
- b. Escritas

11. ¿Qué otras actividades te gustaría se desarrollaran en la clase?

Appendix 2

Students' interview

It is directed to the students of the ninth grade in order to amplify the answer got in the questionnaire, as well as know their opinions about the English in general terms, English in class and their personal learning environment related to the second language.

N	Question of the questionnaire	Results of the questionnaire	Questions of the new interview
1	<i>¿Sabías que el inglés es la segunda lengua más hablada en el mundo?</i>	c. Si 100% d. no	<i>¿Cual crees que sea la razón de su importancia?</i>
2	<i>¿Sabías que gran parte de la información que se encuentra en internet está en inglés?</i>	c. si 58% d. no 42%	<i>¿Qué opinas de esto?</i>
3	<i>¿Consideras que el inglés es una asignatura que aporta saberes importantes en tu vida?</i>	c. Si d. no	<i>¿Cuáles consideras que sean esos saberes?</i>
4	<i>¿Cuál de éstos crees que sean los beneficios de aprender Inglés?</i>	f. Mejores oportunidades de trabajo	<i>¿Cuáles crees que sean esas oportunidades laborales?</i>
5	<i>En relación a tu clase de inglés en el colegio, ¿consideras que aprovechas</i>	c. Si d. No	<i>¿Qué haces durante la clase mientras la profesora explica?</i>

	<i>el tiempo de la clase?</i>		
6	<i>¿Las actividades que desarrollas en la clase te permiten mejorar en inglés?</i>	<i>d. Lectura</i> <i>e. Escritura</i> <i>f. Ambas</i>	<i>¿Qué actividades te gustaría desarrollar en clase para mejorar la lectura?</i>
7	<i>¿Cómo es tu actitud durante la clase?</i>	<i>d. Interesada</i> <i>e. En ocasiones distraído</i> <i>f. apática</i>	<i>¿Cómo demuestras tu interés en clase?</i>
8	<i>Tu desempeño en la clase de Inglés se considera:</i>	<i>e. Excelente</i> <i>f. bueno</i> <i>g. regular</i> <i>h. malo</i>	<i>¿A qué crees que se debe el desempeño regular de la mayoría de estudiantes?</i>
10.a	<i>En la clase de Inglés, ¿cuáles actividades te gustan más?</i>	<i>e. Individuales</i> <i>f. Grupales</i>	<i>¿Por qué crees que la mayoría de estudiantes prefieren las actividades grupales?</i>
10.b.		<i>g. Orales</i> <i>h. Escritas</i>	<i>¿Por qué crees que la mayoría de estudiantes prefieren las actividades escritas?</i>

Appendix 3: Teacher's Journals**T. Journal 1**

Grade: 9C	Time of the class: 2 hr	Date: Thursday, the 29th of August, 2013
Topic: Modal verbs: should- shouldn't/ must –mustn't/ have to- don't have to/ might – might not.		
Aim: Ss should be able to: <ul style="list-style-type: none"> ➤ Inquire about modal verbs to make an oral presentation ➤ Express ideas using specific modal verbs according to the purpose. ➤ Use these modal verbs to express ideas related to specific situations 		
Activities: <ol style="list-style-type: none"> 1. Students previously inquire about one of the modal verbs in an affirmative and a negative form. 2. In groups of three or four, students make an oral presentation in Spanish about the chosen topic. 3. After the presentations, they must complete their worksheets using the modal verbs. 		
Reflection		
Descriptive stage		
<p>In this class Ss have to make oral presentations about some modal verbs (must, should, have to, might)</p> <p>Before starting the presentations T explained that it was necessary to pay attention to them because when they finish, Ss will complete a worksheet. She also explained the specific aspects students will be evaluated during the presentations, they are:</p> <ol style="list-style-type: none"> a. Inquiry b. Previous preparation 		

- c. Distributions of the work in the group
- d. Mastery of the subject (explanation)
- e. examples

Previously Ss inquired about one specific modal verb that T had assigned them, and then Ss prepared the topic to explain it to the class. They used a poster to support their explanation and wrote some exercises to explain the theory.

During the class four groups made their presentations. Most of the Ss paid attention however there were some of them who were talking aloud interrupting the activity, so many times T called the attention to those Ss and ask them be quiet and avoid interrupting the class.

After each presentations T and Ss evaluate each group according to the given aspects. Then a grade and some specific recommendations were given.

At the end of the class T made some general recommendations to the next groups who will do their presentations the next class, tomorrow; related to the organization and distribution of the time.

Comparative stage

T previous experience with this group shows that during the English class Ss are bored or restless if they do not do anything. This means, it is not interesting for them when the T talk or explain during all the class, so it was necessary T think in a strategy to keep them occupied in order to feel productive. So T ask them to do oral presentations in small groups while the others pay attention in order to understand very well and complete their worksheets later based on the explanations given by the small groups.

Critical stage

Keeping into account that this is the first time Ss do oral presentations in the English class the balance was partially good. This means most of the objectives were accomplished although in this class it was missing the evaluation to check if all of the topics were

understood and Ss are able to use these modal verbs in specific situations. However there were some aspects to improve for the next time such as the time for each presentation. After the first one, it was noticed that the time Ss used to put the posters and write the exercises on the board was too much, so it was necessary to limit the presentation's time for the other groups. Additionally to this the attitude of some Ss who was not the best during the class. This means some of them are not interested in the class so they are disturbing the partner or talking all the time. Also, T perceived that most of the Ss do not feel comfortable with oral presentations, so it is necessary to think in a different strategy to keep Ss interested and working in the class.

Despite this, it is necessary to highlight that one of the important characteristics of this group is their not very good attitude to the classes. They use to be undisciplined all the time. However recently T has noticed that her own attitude is reflected in students' attitude, so since a time her attitude has changed. This means, at the first of the year, giving a class in this course was a torture because most of the Ss didn't pay attention, they talked all the time, and it was a heavy atmosphere. It was terrible! Fortunately, things have changed. Now most of the Ss pay attention, although they talk too much, they are quiet when T asked it. This changed has been produced by her positive change of attitude during the class. Now she talks to her students about be an "educated person" this means specific standards to improve the scholar environment such as: don't shout in the class, pay attention to the explanation, be quiet when it is required, don't interrupt when other is expressing his/her opinion and so on. All these standards are remembered every class.

This situation was observed during this class; most of the Ss paid attention to the presentations and asked about it with the purpose to clarify some ideas.

T. Journal 2

Grade: 9C	Time of the class: 1 hr	Date: Friday the 30 th of August, 2013
Topic: Modal verbs: should- shouldn't/ must –mustn't/ have to- don't have to/ might – might not.		
Aim: <ul style="list-style-type: none"> ➤ Ss should be able to use these modal verbs to express ideas related to specific situations 		
Activities: <ol style="list-style-type: none"> 1. Continue with the presentations 2. After the presentations, Ss must develop a worksheet about the modal verbs. 		
Reflection		
Descriptive stage		
<p>Continuing the topic of the last class, two groups did their oral presentations about must and mustn't. When they finished, T answered the Ss doubts. After that Ss were divided in small groups and T explained how to complete the sentences in their worksheets So Ss had to read the sentences and complete them with their own ideas and using an appropriate modal verb.</p> <p>During this activity T was approaching to each group to answer the questions Ss had related to the topic.</p> <p>The class ended and Ss didn't finish the activity, so T asked them to complete it in their houses and bring it for the next class.</p>		
Comparative stage		
<p>Keeping into account that one of the major drawbacks Ss have is to be quiet and one of the purposes of learning English is to communicate, and this process is social by nature, then T thought in a strategy to enhance students' oral communication. It was pair group. Although</p>		

Ss are not experts using the second language, they seem feeling more comfortable when they try to speak in English with their partners instead of speaking to all of them.

So in order to improve the Ss oral and writing skills in this exercise Ss need to be contextualized, it means they read and understand sentences which locate them in a specific situation, and then they try to communicate their own ideas, in an oral and written way, related to their obligations, duties and advices associated with the school and their houses.

Critical stage

Most of the students prefer to work in groups and they are accustomed to choose their partners, generally their friends, as in this case. However T noticed that there were groups really good where all the members work, but also, there were ones where some students don't work, they wait for the one who is the most skillful doing all the work then they copy without understand anything, or worse, they were not interested in do the exercise.

Fortunately there were few students who demonstrate this attitude. So T approached to each group, then she observed them working in the exercise. Then she stayed with the groups who needed her guidance and she explained them what to do so they started to work.

Lamentably the time of the class was not enough for finishing the activity so T asked Ss do it in their houses; however she was aware that some of them would not do it, as usual because Ss are not habituated to do their homework.

For the next class T needs to look for the way Ss work in groups but not with the same partners they usually work, so she will select the groups to work.

T. Journal 3.

Grade: 9C	Time of the class: 2 hrs	Date: Thursday, the 5 th of September
Topic: <ul style="list-style-type: none"> ✓ Modal verbs: must – must not. ✓ Future with going to 		
Aim: <ul style="list-style-type: none"> ➤ Ss should be able to express their ideas about their duties to be excellent students ➤ Ss should be able to express ideas about their future based on their duties 		
Activities: <ul style="list-style-type: none"> ✓ Write about students' duties at school ✓ Write about your future plans to accomplish those duties 		
Reflection		
Descriptive stage		
<p>At the first of the class T gave the instructions to work. The first one was Ss work in pairs, so they selected their pairs. Then, Ss were asked to write in their notebooks about their duties to be excellent students, in Spanish. After 10 minutes, T asked about students' duties in the school and she wrote two of them in English on the board using must and must not. After that T asked Ss to write in English the sentences they said in Spanish. So some Ss came to the board and write in English some of the sentences they had wrote in Spanish. T and Ss read the sentences at the board and correct them using must and mustn't properly.</p> <p>Then, T asked Ss to think about what things they need to do in order to accomplish those duties. In this sense, T gave two examples of how to achieve those goals using future with going to. Then some Ss went to the board to complete the sentences using future with going to.</p>		
Comparative stage		
T considers that working in pairs is an excellent strategy to foster in the Ss the speaking		

skill, besides this, when they are asked to write their ideas they feel more comfortable if they use their native language. This is the reason why Ss wrote their ideas in Spanish first later in English.

After that and bearing in mind that most of the Ss fear making mistakes when they write in English, even worse, if they are at the board, T asked some Ss about their ideas and she wrote on the board two examples to show them how to do it with the purpose Ss feel safer and go to the board and write what they were asked to. Then T and Ss corrected these sentences at the board while she was explaining again how to use must and mustn't properly.

Critical stage

Once again Ss choose their partner to work. This time it was allowed because the first activity was in Spanish and all of them do not have problem to do it. However when they have to write the sentences in English on the board, only a few participate. T realizes that most of them are afraid to go to the board because they think they could make mistakes and the others could mock. So for the next activity, T could emphasize about the respect when Ss participate and make mistakes, she could choose the pairs or groups and she could monitor their work in order to provide them assistance while Ss are working on the activity.

T. Journal 4

Grade: 9C	Time of the class: 2 hr	Date: Friday, the 13 th of September
Topic: ✓ Interview: present simple and future with going to		
Aim: ➤ Ss should be able to ask and answer personal questions about themselves and their favorite person in present and future tense		
Activities: ✓ In pairs, Ss choose their favorite person ✓ They ask and answer questions in present simple and future about themselves and their favorite person.		
Reflection		
Descriptive stage As it is usual T arrived to the class and raised her hand waiting for the Ss be quiet and pay attention. Once they did it, she said that the class was starting so she needed their tone of voice and behaviors were the best. Then she talked about the importance of being a respectful person and she asked Ss the way they could show it during the classes. After that and in order to select the groups, T gave each student a card with a letter of the alphabet. Then she asked who had each letter from A to Z. There were two cards for each letter, so the Ss, who had the same letter, make the pairs. Once Ss sat in pairs, T explained what they have to do, so: ✓ First, Ss wrote about your personal information: name age, cell phone number, address, job or occupation. Then, in a written form they had to ask and answer questions related to that information. ✓ Second, Ss had to choose their favorite person. Then they had to ask and answer questions about his/her personal information in present tense.		

- ✓ Finally, Ss imagined themselves and their favorite person in twenty years, their plans for the future. So they asked and answered questions about how they are going to be and what they are going to do.

Each group was monitored by the teacher, she explained again when it was necessary and she did some corrections in order to Ss developed the written exercise. Then T asked Ss to practice orally because at the end of the class, she asked Ss did the orally exercise in front of her while she indicated what to ask, who asked and who answered.

Comparative stage

Bearing in mind that teaching a foreign language implies to develop Ss communicative competence, it is necessary to enhance Ss in communicative activities, it means they need to work in groups or in pairs; and the most important is the selection of the topics. In this class, they were related to Ss own personal information and the personal information about their favorite person because these topics are interesting and meaningful for them.

Critical stage

As T realized before, Ss chose their friends to form groups and sometimes they do not work very well. So in this opportunity T selected the pairs, although some Ss were dissatisfied because they did not work with the people they are accustomed to do it in the class.

While T observed each group and guided them how to do the activity Ss were under expectation because they did not know who will ask, who will answer and what information they will ask about, so Ss had to be prepared to listen carefully the questions and answer them.

T was aware of for most of the Ss it was not easy to ask and answer questions in English without practicing before, however when they showed their interview only to the teacher they feel more comfortable than they were in front of the class.

This activity was successful since all the students were engage in it and they were interacting during the class while they were preparing the questions and the answers about their favorite person. Another thing to take into account was the students' need for more

attention. It means when the teacher approached them, they felt more comfortable so, for the next classes the teacher will prepare group activities and she will guide each group.

T. Journal 5.

Grade: 9C	Time of the class: 2 hr	Date: Thursday, the 19th of September
Topic: <ul style="list-style-type: none"> ✓ What I didn't know about my favorite person? 		
Aim: Ss should be able to <ul style="list-style-type: none"> ➤ Apply reading strategies (self-questioning, scanning and make predictions) ➤ Discuss their ideas with their group. Collaborative work. 		
Activities: Ss must <ul style="list-style-type: none"> ✓ Choose one of the four characters given by the teacher (they are their favorites) ✓ Complete the box about what I know? (In their worksheets) ✓ Write five questions about what they want to know when they read the text. 		
Reflection		
Descriptive stage		
<p>As it is usual, T came in the classroom and stands in front of the students with her hand raise waiting for Ss stand up and be quiet. Then she greeted them and they answered the greeting. After that, she asked them to sit down.</p> <p>T wrote the exercise on the board. Then she asked Ss read it. So Ss read it aloud in English and if they did not understand any word, T helped them to translate the text and explained what they had to do. To ensure Ss understood the exercise, T asked two Ss explain to the class what they had understood.</p> <p>The task was divided in three parts, however T asked Ss to complete only the first one, it means, the first chart where they had to write everything they know about one of the characters T suggest them.</p> <p>Then, Ss joined in pairs and worked in the exercise. While T moved around the classroom</p>		

and approached to the groups to check their work and help them with any question they had.

During this activity the coordinator came to the classroom to report that Ss would go out early today. So the class was not complete. It means it was only one hour not two because there was a teachers' meeting.

So T asked Ss to complete the first part of the exercise in their houses and part two and three of the chart they would complete tomorrow during the class.

Comparative stage

In order to enhance Ss interaction, T needs to provide them meaningful activities where they participate. That is the main reason why now Ss work in groups or pairs to discuss about the questions and answers they need to formulate. Therefore based on the observations done about the last class, Ss feel more motivated to read in English when it is about an interesting topic for them. This is the reason why they had to choose one of the characters given by the teacher (she already knew who they preferred). Then they completed the chart in their worksheets order to apply reading strategies the chart was divided in three sections; in the first one, What I know? Ss completed it with what they know about one of the four characters they selected. This activity promoted the activation of background knowledge.

Critical stage

It is important to point out that in each class it is necessary to show Ss that they are in class in order to improve their behavior and moderate their tone of voice. This is because generally Ss go out when they finish a class; so the next class, when the T approaches to the classroom, they come in, but they are talking aloud or shouting however when they noticed the T with her hand up, they know the mean and they act accordingly.

It is a pleasure to realize that there have been positive changes in the students' attitude related to the English class. One of them is about their behavior. Months ago Ss did not show respect when the class started. They continued talking and doing anything they were

doing without taking into account that the teacher has arrived to the classroom so T had to shout to ask them to be quiet and pay attention. Today fortunately the situation is different at least in the English class. When the teacher arrives and arise her hand Ss keep quiet and pay attention during the explanations.

Besides of this, it is noticed that Ss enjoy working in groups where they can interchange their ideas and also it is easier for the teacher give more attention to the groups who require her help.

Finally Ss show more interest in the class if the topics are related to their likes, so we will continue working in this way.

T. Journal 6.

Grade: 9C	Time of the class: 1 hr	Date: Thursday, the 17 th of October
Topic: ✓ What I didn't know about my favorite person? (continuation)		
Aim: Ss should be able to ➤ Apply reading strategies (self-questioning, scanning and make predictions) ➤ Discuss their ideas with their group. Collaborative work.		
Activities: Ss must ✓ Read the text to answer the questions they had asked previously about their character and extract and write in their own words some ideas about what they did not know in order to complete the second box in their worksheets.		
Reflection		
Descriptive stage		
<p>T was in a meeting so the class started 20 minutes late. She apologized for her delay and asked Ss work in their activities despite the much noise there was outside the classroom due to most of the Ss were not in class.</p> <p>Then T asked Ss to comment about the activity of the last class. Did they understand it? Did they finish it? Did they have any trouble?</p> <p>Most of the students' didn't finish the activity, because the time of the last class it was not enough and most of them are not accustomed to work outside the classroom. So she asked Ss finish the first part.</p> <p>Then T asked Ss to organize the same groups they were working last class while she gave them the worksheet with the reading about the character they chose in order to Ss began to read it and she explained that they must read the text to answer the previous questions they</p>		

did about their character.

During the activity T approached to each group with the purpose of checking what they had written in the first box and to help them with the readings.

At the end of the class T asked Ss to extract some ideas about their character they did not know before they read the text and write them in the second box, What I did not know?

Comparative stage

According to the results of the needs analysis T has done last year, reading is the skill Ss need to improve more. That is the reason why during this class Ss read a text to improve it while they learn how to use reading strategies such as activate previous knowledge and self questioning about their character. At the same time in this activity Ss involve their likes since the reading is about one of their favorite singers and soccer players.

Critical stage

Once again the time of the class is not enough to develop the activities completely. However a positive aspect to highlight in this activity is that Ss look like interested in it. It is the first time they do not ask for the time. On Fridays after the English class Ss take the break, so during the class they constantly look at the watch and when the ding sounds immediately they run to the cafeteria. Although most of the Ss from other courses were going out to the yard, the ninth grade Ss were working until the T asked them to go out because the time of the class has finished since 10 minutes. This demonstrates that if Ss are engage in activity they like, they do it.

T. Journal 7.

Grade: 9C	Time of the class: 2 hr	Date: Thursday, the 31 st of October
Topic: <ul style="list-style-type: none"> ✓ What I didn't know about my favorite person? (continuation) 		
Aim: Ss should be able to <ul style="list-style-type: none"> ➤ Apply reading strategies (self-questioning, scanning and make predictions) ➤ Discuss their ideas with their group. Collaborative work. 		
Activities: Ss must <ul style="list-style-type: none"> ✓ Check what questions they did not answer and write them in the third box. What I want to know? ✓ Write five more questions about their character they want to look for more information 		
Reflection		
Descriptive stage		
<p>As it is usual T arrived to the classroom and raised the hand waiting for Ss stand up and be quiet. Then the class started.</p> <p>T asked Ss join into the groups they had worked last class in order to check what they did about the readings. In this opportunity Ss already have read the text and extracted some ideas about what they did not know in order to complete the second box in their worksheets and they had answered the questions they had asked themselves about their character.</p> <p>T approached to each group and asked Ss show and read the information in the first box (what they know about the chosen character). Therefore T asked about the second box (what I didn't know?). Once again Ss read what they wrote and showed the part of the text where they extracted the information.</p>		

This procedure was made with each group. T noticed that some groups had copy exactly what they found in the text so she asked those groups write the same but in their own words.

The class was interrupted by the coordinator. He asked T to give some papers to her students from 8th grade. So T asked Ss work alone while she came back. T came back five minutes before the class finish. Then She asked Ss finish the activity for tomorrow class.

Comparative stage

One of the purposes of reading is to get information about any interesting topic. That is the reason why Ss favorite singer and soccer player were the chosen topic for this class. Therefore while Ss read they learned how to apply reading strategies and activated their schemata relating their own knowledge about the topic with the new ones they got from the reading. And the most important thing is that they can express their ideas in their own words.

Critical stage

The school environment was heavy today because there are many Ss outside the classroom because of the meeting teachers had with the students' parents in order to give information about their ratings. Additional to this, some teachers had a meeting with the chief core so Ss didn't have class and most of them were in the yard playing, screaming and running everywhere. There was too much noise however the ninth grade Ss were working.

The purpose of the class today was to interchange information with the other groups but it was impossible to do it because T didn't explain what Ss had to do since she had to go and she didn't come back before the class finished. Then this activity would be developed during the next class.

T. Journal 8

Grade: 9C	Time of the class: 1 hr	Date: Thursday, the 1 st of November
Topic: ✓ What I didn't know about my favorite person? (continuation)		
Aim: Ss should be able to ➤ Apply reading strategies (self-questioning, scanning and make predictions) ➤ Discuss their ideas with their group. Collaborative work.		
Activities: ✓ Ss check what questions they did not answer and write them in the third box. What I want to know? ✓ Ss have to look for more information in order to answer the questions they didn't answer before and they have to show that information in an oral way.		
Reflection		
Descriptive stage		
<p>T began the class after Ss greeted and sat down. Then T asked Ss if they finished the activity during the class yesterday. Most of them said they need more time. So the T told them she would check their work while they finish. Due to the corrections T had to do to some groups, she decided to make some explanations about questions and the use of the auxiliary verb when it is necessary.</p> <p>After that students share their information. The groups with the same favorite person sat together and read about what they had written while the teacher approached to them to offer some support if it was necessary.</p>		
Comparative stage		

The reading tasks involve not only Ss read a text and answer the questions. It means to engage Ss in the reading process applying reading strategies with the purpose of learning about the content of the text as well as the language. In this class T provided Ss meaningful activities because they consider reading as a not fun activity, however read about their favorite person was interesting for them and motivated to look for more information.

Critical stage

When Ss understand what they have to do, they do it. In this class it seems that Ss like the topic, the activities and the purpose. So it was noticed Ss worked in pairs in order to develop the task and when the T approached them and asked about what they have written, they answered and showed the part of the text from where they extract it.

T realized that some Ss had some confuse questions so she explained at the board, how to make the questions in order to express meaningful sense. Then Ss correct some of the mistakes they have.

It was noticed that if Ss have the opportunity to share their ideas and T provides support to them they work in a better way. So such activities are productive and they will continue doing.

Appendix 4: Students' Journals

S. Journal 1

El jueves 29 de agosto del 2016 en el m^o curso no siempre todo marcha bien ya que lo seño por se puede distraer por que se forma el desorden por unos cuantos compañeros se forma el desorden por en las exposiciones todo marchara bien pero mientras unos escriben lo que tienen a exponer otros hacen desorden ya que en m^o curso con todas las clases se la quieren patear en la clases de ingles le falta mas disciplina de parte de mis compañeros y aparte de la sepe no tratar de dejarnos solo uno sea en un poquito de tiempo porque se forma el desastre

El día siguiente 30 de agosto del 2013 nos fuimos a la 3 hora Seguimos con las exposiciones del tema a unas compañeras y ahí un compañero de 5º pensó la exposición para un mal comentario pues yo opino lo que hizo lo que está bien de pasarle al punto a que él terminara la exposición ya que él no lo hizo le puse una mala nota a mí y me parece que a todas mis compañeras que si porten mal los dibujos de Sara de clases o llevadas donde el coordinador y ponerle su mala nota o suspenderlo, pero en todos modos los profesores no son malos los malos somos los alumnos

S. Journal 2

El día Jueves del mes de Agosto en el año 2013, reflexioné del día de la clase. En día ubicaron varias exposiciones.

- Al llegar la señorita al salón como siempre nos dice los buenos días, y luego nos comenta sobre el trabajo que está haciendo en la universidad. Sobre cómo se preparan las exposiciones en los colegios privados y las públicas. Al finalizar la conversación con nosotros sobre este proyecto comentaron las exposiciones por la cual, como siempre hay muchas risas, mucha piedad y terminan interrumpiendo la clase. La señorita viene muy feliz, mucha paciencia con nosotros, por mucho ruido. Ellos nos dan muchas cosas y es un ejemplo para nosotros.

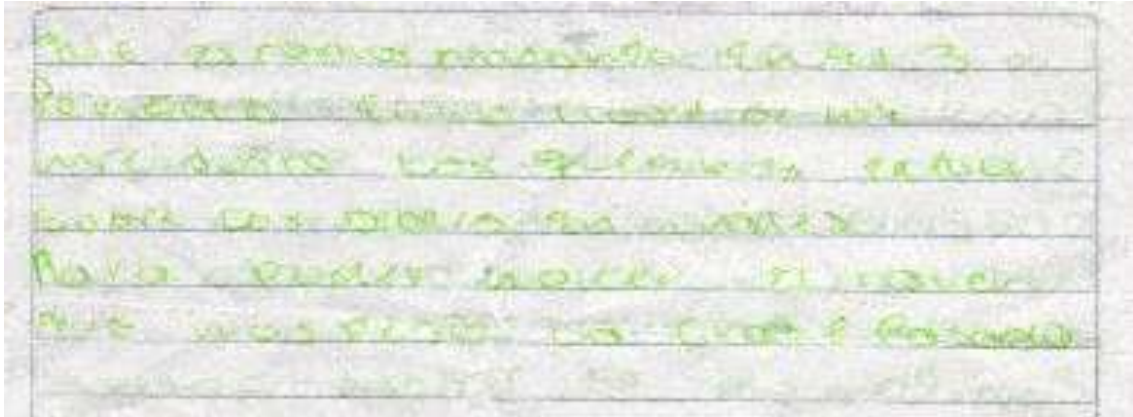
- El día siguiente, es viernes el 30 del mes de Agosto en el 2013.

- La señorita llega con un ánimo muy bueno, nos dice los buenos días, y nos comenta nuevamente de el proyecto que necesitamos un poco de ayuda para que se escriba en una hoja toda la que pasó en la clase del día de ayer, y la que pasó el día de ayer, bueno la señorita nos hace y comienza a llamar a lista y nos pregunta quién iba a pasar a exponer.

Paso un grupo de 3 chicos; Comenzo
 a exponer, uno de los tres chicos se
 encudo a no ir por que muy poco
 sabia leer el ingles, le explicamos que
 * que no importaba por que todos aprendimos
 * poco a poco termino la exposicion porcion
 los ejercicios. — La Señora Cordera Comenzo
 a evaluarlos. Una una chica ~~que~~ ~~que~~
~~que~~ dijo: estos dos chicos ~~expusieron~~
 bien, pero ella no. Comenzo la retroalimentación
 en todo el curso, porque los chicos dijeron
 que las niñas expusieron bien y que si ella
 se encudo un poco, el profesor pero
 todo queda claro, la Señora dice que eso
 es normal, por que todos se equivocaron,
 un chico dijo que si, la exposicion
 queda bien que lo unico que no obra
 entendido fue el ejercicio. y por algo
 pregunto si forma algo un poco mas
 grande. — Para todo esto fue mi reflexion
 sobre estos dos dias, Gracias por su
 Atencion.

S. Journal 3


En
La Sección que me está
dando clases desde semana
Grado sexto al grado séptimo
Nueve de los diez niños
me gusta su forma de hablar
porque ~~hablan bien~~ en
compañía. El Indian Jaxon
La Redva cuando venía
daba una la forma sino
debe la una. Estaba muy
mucho de la clase de él.
Nueve de los diez niños
me gusta su forma de hablar
y algunos comentarios. Demuestra
en Colombia es diferente.
Lo sé. Solo me tomó 10 minutos
para hacer la exposición. Fue el
1.3 de los diez niños. Me gusta
una exposición de una compañía.
Pero hubo un compañero. Fue
el Puro un Apero a una
compañía. Lo sé. Los niños
una mala nota. Me gusta
un's. Se dio cada uno de los
temas de los exponer. Los
temas como should/shouldn't.
Must/Mustn't. We don't have to
might/might not. These terms



S. Journal 4

Tuvimos la Señal entre puntual nos
 vino otro tema aprendi mas ya soy
 un poco mas. Pero esta vez si le puse
 buena atención por que me parecio bueno
 de tener, descubri mas mis capacidades
 en ingles, disfrute mas, lo malo que
 faltaron a la Sta hora y son las 2
 ultimas horas que nos toca ingles, pero
 siempre me distaite pero este sur ves
 si le puse mucha atención a la clase, sobre
 la Señal siempre nos tiene ~~(Paciencia)~~
 Paciencia por que a veces estan las
 "casi-tas" del curso, la Señal siempre nos
 enseña de forma alegre para que todos
 podamos disfrutar mas la clases y a si
~~(Paciencia)~~ puedan aprender ~~de~~ ^{de} forma diver-
 sion, la Señal el Tuvimos vino de rato y
 Ta Ta! siempre que viene de rato el
 curso se pone alegre suena como pero
 es asi. //

Las dos primeras horas la sesión se
atrásó un poquito por que tenía que
hacer algo, luego nos dio unas temas
de lo que nos habían explicado el jueves
anterior y me entregó un caso por que
hablaban sobre personajes buenos y
malos hacer una actividad sobre eso.
también hacer preguntas, lo que sabían
unos del personaje, lo que no sabían,
lo que querían que pasara, luego lo
desarrollamos en clase y no alcanzó
el tiempo y quedo de tarea y ya el
después recien.



S. Journal 5

Resumen de lo hecho en clase

La docente explico la clase
Los estudiantes preguntaron,
opinaron y comprendimos la
explicación de la docente.

La docente hizo unas preguntas
para resolver en clase y
Los estudiantes escogieron
el personaje favorito de
cada quien para solucionar
Las preguntas de acuerdo
con el personaje las preguntas
se solucionaron en grupo de
dos estudiante Los estudiantes
se prepararon y estudiaron
Las preguntas para resolverlo
en una exposición donde
cada estudiante participa
y demuestra lo que aprendió
sobre el tema.

¿Como te parecio la clase?

La clase me parecio muy interesante por que alli aprendemos a dominar nuestra pronuncsacion y escritura y el desempeño para el conocimiento de la asignatura.

¿Que te gusto de la clase?

me gusto que todos logramos entender y comprender el tema y todos logramos solucionar las preguntas y mostrar que si nos queda algo del tema.

¿Que no te gusto de la clase?

es muy dificil decir que no nos gusto de la clase por que fue una clase que todos logramos entender.

unos que otros se nos dificulto el prononciamento de algunas palabras.

pero con la ayuda de todos los compañeros logramos corregir esas palabras que se nos dificultaban al pronunciar.

¿Que me sorprendió de la clase? me sorprendió en que todos nuestros compañeros nos desempeñamos en el tema. y nos consentamos en la explicación, y desarrollo de la Actividad.

S. Journal 6

Buena la clase de ingles pues en el 2 y 3 periodo me pare bien super aburrida las clases pero ahora eso era porque no entendia y mucho menos no prestaba ni pio de atencion pero ahora en las dos ultimas clases me gusto mucho una actividad que hizo la profesora con las letras del abecedario me gusto porque entendi un poco pues la profesora me explico como era la actividad pues ante tambien explicaba pero como muchos estudiantes somos un poco desordenados no prestamos atencion uno de ellos soy yo pero ya entiendo un poco mas ya han aseo mucho mejor las clases de ingles para mi y es poco que para mis compañeros tambien.

S. Journal 7

La clase del Jueves me Parecio buena por que trabajamos en un cuadro que teniamos que hablar de un personaje aunque la clase fue corta la aprovechamos al maximo el viernes comenzamos a terminos de desarrollar el cuadro de la actividad de la clase Pasada tambien tuvimos una clase corta y terminamos la mitad de la actividad me gusta mucho lo que la seño nos puso estudiante de arojo que me ayudo a entender un poco mas las clases de ingles.

Appendix 5: worksheets**Worksheet 1****I.E.D. JACKELINE KENNEDY****ENGLISH WORKSHEET****GRADE 9TH**

NAME: _____

Read the sentences. Write ***should*** or ***shouldn't***

1. If it's rainy
you _____
2. Tom has a tooth pain. He

3. I have a sore throat, I

4. They have a test tomorrow, they

5. Children don't like vegetables but
they _____
6. I have a party tonight. I

7. The doctor said: "You _____ eat healthy food. You _____ eat fast food. You _____ watch so much TV. You _____ walk 1 hour a day. You _____ drink fruit juice and water. You _____ drink wine or beer."

Write ***have to***, ***don't have to***, ***has to*** or ***doesn't have to***.

1. We _____ get up early the weekdays.
2. Mary _____ wear glasses because she can't see very well.
3. Students _____ go to school on Saturdays
4. John _____ tidy his bedroom before going to bed
5. I _____ lay the table before having lunch
6. You _____ take your math book to school today, you don't have math class today

7. He _____ wear uniform in his school. Everybody can wear what they like
8. My father is a policeman. He _____ wear a uniform
9. Write **must or must not**

1. The baby is sleeping. You

2. To be healthy, you

3. You want to do well in the school, you

4. We want to have a seat in the stadium, we

5. The teacher gets angry, you

6. Children have sleep. They

7. My boy was burned by a match, he

8. Mr. Johnson travels at night. He

Complete the sentences with the correct form **might or might not + a verb you consider correct**

1. I don't know. I _____ to the party. I'm tired.
2. I can't find my keys. I _____ them in the door.
3. I think Pat _____ about our meeting.
4. I'm going to take a coat. It _____ cold later.
5. Try calling Nick. He _____ back home by now.
6. They _____ to come but you can invite them.
7. I think he _____ He's on good form at the moment.
8. I _____ time to finish today. Will tomorrow be ok?
9. I think I _____ a mistake. I should have said no.
10. We _____ this house and move to the country.

worksheet 2**I.E.D. JACKELINE KENNEDY****ENGLISH WORKSHEET****GRADE 9TH**

NAMES: _____

1. Write the name of the favorite person you chose:
2. Complete the following boxes according to the teacher instructions.

WHAT I KNOW?	WHAT I DID NOT KNOW?	WHAT I WANT TO KNOW?

Appendix 6: Readings**Reading 1****DADDY YANKEE BIOGRAPHY**

Raymond Ayala (born on February 3, 1976 in Río Piedras, Puerto Rico), known publicly as Daddy Yankee and sometimes El Cangri (Puerto Rican slang for a handsome, in-charge, and/or strong man), is a reggaeton singer.

Ayala's current fame comes from the hit song "Gasolina", from his 2004 album, "Barrio Fino". The album has sold over 1,000,000 copies in Puerto Rico alone and has also sold well in the United States and Europe. He has appeared on over 50 albums other than his own, including "Más Flow" and "Blin Blin Vol. 1".

Ayala is famous for recording songs in both English and Spanish, although the latter is more prominently used.

Ayala was first involved in music in the early 1990s alongside Playero DJ, a pioneer of reggaeton music. Ayala has performed with Nicky Jam, Luny Tunes, DJ Blass, DJ Eric, Eliel and with Nas at Madison Square Garden. He has also recorded with DJ Tony Touch and many others.

Ayala started his first American and Latin America reggaeton music tour on August 27th, 2005.

Daddy Yankee also sang on the 2005 MTV Music awards show together with other reggaeton artists from Puerto Rico including Don Omar and Tego Calderon.

Also in 2005, Ayala signed a contract with the American company Paramount Pictures for his first movie, which will be called "Talento de Barrio" (Barrio talent). Ayala says that although the movie is not autobiographical, it does represent the difficult lives of himself and others living on the streets of Latin America. Also, he mentioned that it is a pioneering work since there isn't any other Spanish-language movie that accurately presents life in the barrio. According to Ayala, the movie is going to be "real good". The movie is expected to premiere in theatres in February of 2006.

**Reading 2:****BIOGRAPHY RADAMEL FALCAO**

He was born on February 10, 1986 in Santa Marta, Magdalena, Colombia. Recognized as "The Tiger" and after the crack Falcao Brazilian idol of his father.

Debut at age 13 and 112 days playing in the Boyacá Lancers against Deportivo Pereira on August 28, 1999, becoming the youngest player in professional football tournament in Colombia. Right though not hesitate to use his left leg as necessary to pull a door. Versatile player, although his ideal position is striker or second striker, but not surprising to see him play a little late as the toes, or end, fits any attack position.

In 2001 he signed for River Plate of Argentina for \$ 500,000. His first professional match in the Primera Division Argentina was in the 2005 Clausura. Suffering a hamstring injury during the preseason that prevents you from playing the Torneo Clausura 2006. Made his international debut in the Copa Sudamericana 2006 against Atletico Paranaense.

The River has turned down offers from AC Milan, Deportivo La Coruna, Fluminense and Aston Villa for him and totaled \$ 20,000,000 in 2008. On 8 June of that year with River Plate won the Clausura tournament under head coach Diego Simenone. In July 2009 it was confirmed his move alF. C. Porto by 5.5 million euros and five seasons. In the 2010-2011 league FC Porto won the Portuguese League. It is a striker for Atletico Madrid in the Primera Division of Spain from August 18, 2011 by an estimated 40 million euros ..

In 2005, he was champion with the Colombia U-20 in the South American category. He played in the World Cup 2005 Youth Football that year. On February 7, 2007 played for Colombia - Uruguay with the senior team and the June 3, 2007 he scored his first goal for the club Colombian national football team against Montenegro in Japan during the Kirin Cup.

He became the player with the most goals scored in a single European competition season while playing for FC Porto in the UEFA Europa League during the 2010-2011 season.

In Europe conquest continental glory. In Porto, scored the only goal of the final of the Europa League between his then team and Sporting Braga. At the same end of the next season, and of Atletico and against Athletic Bilbao, scored twice giving him the win. In its third presence in a European final Chelsea was in front of the almighty who slipped three goals making it clear to the defense of European champions. After this match was cataloged as the best striker in the world.

**Reading 3:****LIONEL MESSI**

Lionel Andrés Messi (born June 24, 1987 in Rosario) is an Argentine football (soccer) player.

Lionel Messi started playing football at a very early age in his hometown's Newell's Old Boys. From the age of 11, he suffered from a hormone deficiency and as Lionel's parents were unable to pay for the treatment in Argentina, they decided to move to Barcelona, Spain.

In the 2003-2004 season, when he was still only 16, Messi made his first team debut in a friendly with Porto that marked the opening of the new Dragao stadium. The following championship-winning season, Messi made his first appearance in an official match on October 16, 2004, in Barcelona's derby win against Espanyol at the Olympic Stadium (0-1).

With several first team players seriously injured, the services of several reserve team players were called upon, and Messi became a regular feature of Barça squads. On May 1, 2005, he became the youngest player ever to score a league goal for FC Barcelona - against Albacete when Messi was only 17 years, 10 months and 7 days old.

He was offered the chance to play for the Spain national football team, but declined, preferring to wait for the opportunity to play for the country of his birth. In June 2004 he got his chance, playing in a U-20 friendly match against Paraguay.

Lionel Messi wearing FC Barcelona's colorsIn June 2005 he starred for the Argentina U-20 team that won the Football World Youth Championship played in The Netherlands. Messi picked up the Golden Boot as top scorer with 6 goals, and the Golden Ball for the best player of the tournament. Despite his youth, Lionel has already drawn comparisons with Diego Maradona, arguably the best football player of all time.

On September 25, 2005 Messi obtained a Spanish citizenship and was finally able to make his debut in this season's Spanish First Division. He had previously been unable to play because FC Barcelona had filled up all of their quota of non-EU players.

Messi's first outing in the UEFA Champions League at the Nou Camp was on Sept 28 against Italian club Udinese. He impressed with some great passing and a seemingly telepathic relationship with Ronaldinho that earned him a standing ovation from the 70,000-odd Nou Camp faithful. On December of that year, the Italian newspaper Tuttosport awarded him the Golden Boy 2005 title for the best under-21 player in Europe, over Wayne Rooney and Lukas Podolski. In September 2005, Messi was given an improved and extended contract until 2014.

source: wikipedia.org



Reading 4

Wisin & Yandel Biography

Wisin and Yandel are a reggaeton duo from Cayey, Puerto Rico. Wisin was born Juan Luis Morera Luna on December 19, 1978. Yandel was born Llandel Veguilla Malavé Salazar on January 14, 1977.

The duo began collaborating in music in 1998. Over the course of their career, the group has earned 11 Platinum plaques in the United States and Puerto Rico.

Under a different sales tier in [Latin America](#), the duo received 11 Platinum and eight Gold albums.

Since 2005, the duo holds the record for most "Number One" positions held on the Billboard "Latin Rhythm Airplay" charts with nine different songs. Wisin and Yandel also holds the record for most Number One positions for a group on the Billboard "Latin Songs" chart, with six distinct songs.

In 2008, Wisin & Yandel received two Latin Grammy awards for their album "Los Extraterrestres". The same album would later earn the duo a Grammy award for "Best Urban Latin Album." Wisin & Yandel were also voted "Favorite Latin Artist" at the American Music Awards for two straight years.

Wisin & Yandel have collaborated with a wide variety of American recording artists, including 50 Cent, Nelly Furtado, [Enrique Iglesias](#), T-Pain, Eve, R Kelly, and Akon.

The duo are also known for their acts of charity. In 2009, they donated a portion of their tour proceeds towards "[Habitat for Humanity](#)." The artists donated over \$150,000 to the program, which builds homes for needy families. They also contributed \$100,000 towards the rebuilding of an orphanage in [Port Au Prince](#), following the devastating earthquake in Haiti.

On Saturday, July 26 2008, Wisin married fellow Puerto Rican Yomaira Ortíz Feliciano. His girlfriend since 2004, Yomaira was already the mother of Wisin's nine-month old daughter Yelena Ortiz. The wedding ceremony and reception were held in Jájome Terrace restaurant in Cayey, Puerto Rico. In June of 2009, Yomaira give birth to Dylan, their first son together.

Appendix 7. Pictures



Institución Educativa Distrital Jackeline Kennedy



Ninth grade students (9°C)